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SPECIAL STUDY INSTITUTE

Leadership Personnel in the Area of the Visually Handicapped

Working Together for Quality Programs through Improved Personnel Preparation

Institute Materials

Sheraton National Hotel
Arlington, Virginia

January 29, 1981 to February 1, 1981

This institute is sponsored by the University of Michigan, School of Education, Special Education Program.

This special study institute is supported by Grant Number G007901155 (Project Number 451AH00043A) from the DHEW: Bureau of Education for the Handicapped now the Department of Education, Office of Special Education. Project Officer is Ms. Josephine Taylor. The opinions herein do not necessarily reflect the opinion or policy of the United States Department of Education and no official endorsement by the United States Department of Education should be inferred.

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Introduction

This Special Study Institute is the third in a series designed for state education consultants for the visually handicapped. The 1979 Institute focused on change as it relates to the role of the state vision consultant. Changes in society, education and special education were reviewed and participants developed their personal plans for coping with change. The 1980 Institute was directed toward reviewing the process and procedures useful in the formulation of professional development plans for each state. Participants reviewed (1) methods for conducting needs assessments, (2) procedures for maximizing the potential for using monitoring as a means of program improvement and (3) inservice training models.

This Institute is designed to meet two of the objectives stated for this year: (1) establish coordination, communication and cooperation with teacher trainers through a joint meeting and (2) develop interagency coordination skills.

When the original proposal for this cycle was submitted, we planned to include in this institute, residential school superintendents. A reduction in our request resulted in eliminating this group. However, last fall we were encouraged to submit a supplementary request and we received additional funds for this purpose. We are pleased, therefore, to have as participants at this SSI, representatives from IHEs, SEAs, and residential schools.

An expected outcome of this SSI is a professional development plan for each state based on the cooperative efforts of the three groups. Because of the varying levels of development in this

process, the outcome will differ from state to state: some are ready to conduct a needs assessment; others are ready to forumlate a plan; still others are ready to implement their plans. Time will be provided within the structure of the Institute for small groups on a state or regional basis to work together at whatever level is appropriate for each group. State education consultants are bringing their copies of Comprehension System of Personnel Development: A Writer's Handbook, which should be a valuable resource for each group.

We have gathered together into this book materials which we thought would be relevant for the topics and the work sessions of the SSI. Following the agenda for each day, you will find papers, reports, etc. that should contribute to topics being discussed. These should also be of value to the groups as you are developing your plans.

LEADERSHIP PERSONNEL
IN THE AREA OF THE VISUALLY HANDICAPPED

SPECIAL STUDY INSTITUTE
Sheraton National Hotel
Arlington, Virginia
January 29-February 1, 1981

WORKING TOGETHER FOR QUALITY PROGRAMS THROUGH IMPROVED PERSONNEL PREPARATION

Agenda

Thursday, January 29, 1981

Noon-7:30 p.m.	Exhibits: New Technical Developments
4:00-5:30 p.m.	Getting to Know You: Informal Seminar (No host)
5:30 p.m.	Dinner on Your Own
7:00 p.m.	Registration
7:30 p.m.	Presiding: Elinor Long, Pennsylvania
	Introduction of Participants
	Greetings: Josephine Taylor, OSE
2:30 · 1001 Long St. Vision Consull.	Background of the SSI Institute: Geraldine Scholl
	Plan of the Institute: Marianne Vaughan
	Optional Evening Sessions: Sign-Up Sheets
	Speaker: Percy Bates, Deputy Assistant Secretary and Director, Office of Special Education, U.S. Department of Education Topic: Where We Are Now and Where We Are Going with Implementing P.L. 94-142
	Following this session, State Education Consultants are asked to remain for a special project which will include some positive reinforcement.

Overview

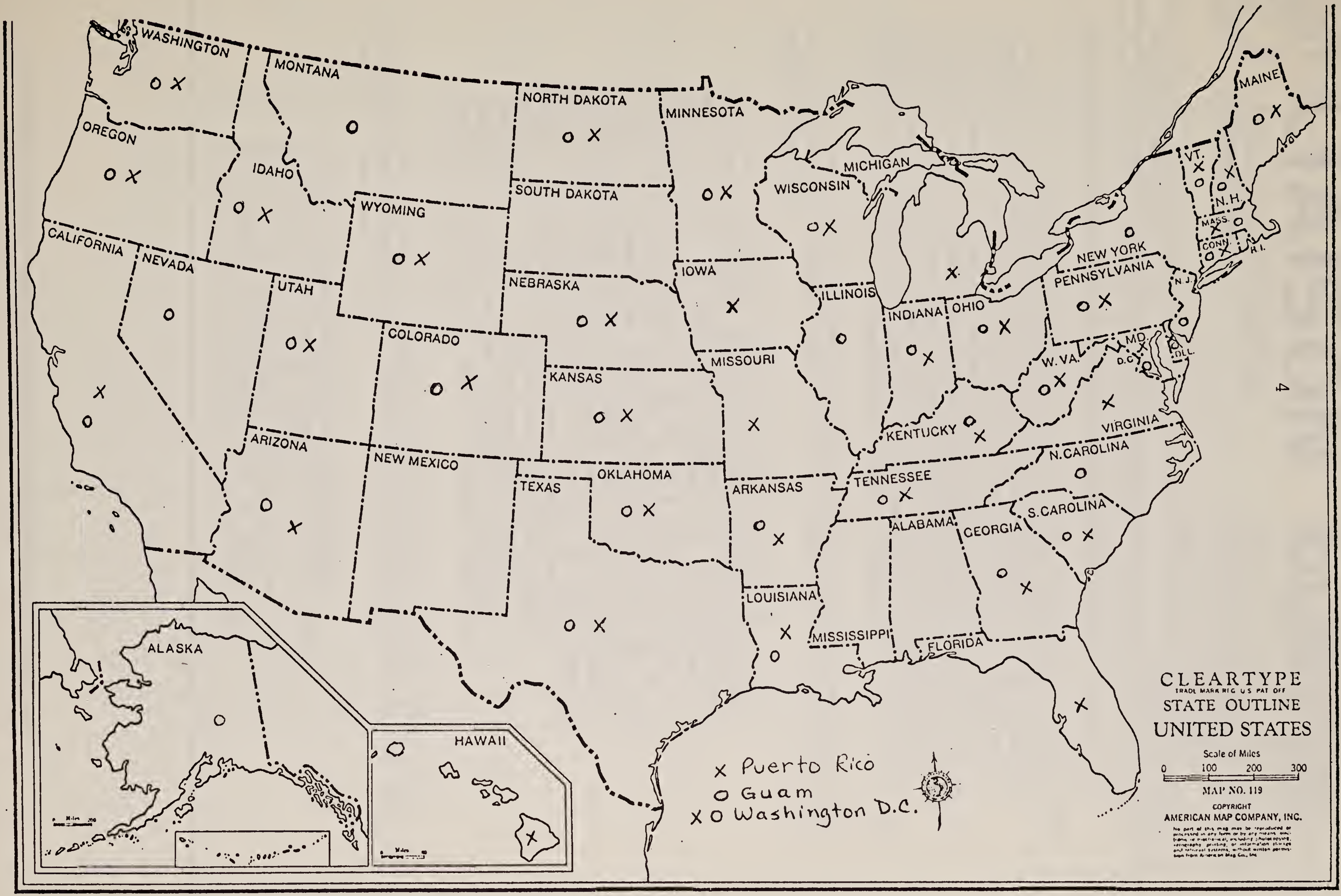
Thursday January 29, 1981

This is our key note day: our time to set the stage. In addition to the map, we will be including other materials regarding the project in your registration folder to be distributed at the Institute.

The Executive Summary of the Report to Congress on the Implementation of P.L. 94-142; and the Policy Statement of the Council of Chief State School Officers; should provide good background for the keynote address.

x 1980 Participants
o 1979 Participants

ATTENDEES OF THE SPECIAL STUDY INSTITUTES FOR STATE EDUCATION CONSULTANTS FOR THE VISUALLY HANDICAPPED



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OSE RELEASES SECOND REPORT TO CONGRESS ON THE IMPLEMENTATION OF P.L. 94-142

The U.S. Department of Education has submitted to Congress its second annual report on the Implementation of P.L. 94-142. The 230 page report describes successes and problems identified in the implementation of the Act based on various sources of information, including a series of studies conducted by non-governmental observers, information from Office of Special Education (formerly Bureau of Education for the Handicapped) monitoring of the states' compliance with the Act, reports from HEW's Office of the Inspector General, statistical surveys, a national sampling study of individualized education programs, OSE studies of how communities are progressing from year to year, and studies of the impact of implementation efforts on families.

"From this type of information it is clear that the Act is working", notes Assistant Secretary (OSERS) Edwin W. Martin in the preface section of the Report. Martin added that:

> "We are optimistic about the ultimate success of this Act that has so profoundly altered practices which have resulted in years of neglect and substandard treatment of the handicapped. This optimism is not because the national Act is the answer to all problems, but because it is part of a pattern of State laws in 49 States directed at the same ends, because it works in concert with Federal and State court orders affirming the rights of handicapped children to an appropriate education, and, most importantly, because our experiences as well as our studies indicate that the value systems of Americans in every community support its purposes. While there is recognition that implementation causes problems and occasional outspoken frustrations, there is also a recognition that the fundamental concern for the individual in the United States is integral to our sense of national identity and our sense of fair play."

The report format is structured around six questions which relate to the evaluation requirements of P.L. 94-142 and to the Congressional findings which led to the Act. Those questions are:

1. Are the intended beneficiaries being served?
2. In what settings are the beneficiaries being served?
3. What services are being provided?
4. What are the consequences of implementing the act?
5. What administrative procedures are in place?
6. To what extent is the intent of the Act being met?

Index:

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The report was prepared under the direction of Linda Morra, head of the State Program Implementation Studies Branch, OSE.

The complete Executive Summary of the Report is presented below.

Executive Summary

CHAPTER 1. ARE THE INTENDED BENEFICIARIES BEING SERVED?

This chapter investigates the numbers and types of handicapped children being provided special education and related services by the States and examines progress in extending a "free appropriate public education" to every handicapped child.

Progress to Date

- In school year 1979-80, over 4.03 million children ages 3 through 21 received special education and related services under programs supported by P.L. 94-142 and P.L. 89-313. The number of children served under P.L. 94-142 alone now surpasses 3.8 million.

- During the past year there was an increase of 117,000 in the number of handicapped children ages 3 through 21 served under P.L. 94-142 and P.L. 89-313, about 259,000 during the past two years, and nearly 328,000 since the first count, covering the 1976-77 school year. At the time of that first count, the States were providing special education and related services to 8.2 percent of children enrolled in public schools. That compares with 9.5 percent during the 1979-80 school year. Moreover, this growth has occurred during the same period that public school enrollments in the United States declined by an estimated 6.2 percent, or by almost 2.78 million children.

- Between the 1978-79 and 1979-80 school years, 43 States reported increases in the number of handicapped children in their annual child count. Seven States plus the District of Columbia reported decreases. Although State-to-State differences continue in the percentage of school children identified as handicapped, the data indicate that the gap is closing. That is, those reporting the highest percentages of handicapped children are holding relatively constant, while the States reporting lower percentages of children are typically increasing their count.

- During school year 1979-80, about 232,000 handicapped children between the ages of 3 and 5 received special education and related services under P.L. 94-142. This represents an increase of about 16,900 (7.9 percent) over the previous year. P.L. 94-142 requires services to this age group unless provision of these services would conflict with a court order or State law or practice.

- During school year 1979-80, the number of handicapped students, age 18 through 21, being covered by P.L. 94-142 reached 124,500, - an increase of 22,400 (21.9 percent) from 1978-79. The P.L. 94-142 mandate to provide services to students in this age group (again except where in conflict with State law or practice, or a court order) does nto become effective until September 1, 1980.

Remaining Challenges

- There is increasing evidence that significant numbers of unserved handicapped children are to be found in regular classrooms in the Nation's 16,000 school districts. No information exists to show the extent to which this is true. BEH has therefore initiated a national survey (to be conducted during the 1980-81 school year) to focus on the nature and extent of waiting lists and on screening, referral, and assessment practices, and to identify and disseminate optimum practices. Meanwhile, through its Regional Resource Centers, the Bureau will provide technical assistance in child find and evaluation practices to State and local agencies and conduct evaluations of referred children in localities where appraisal services are still in need of strengthening, Additionally, the Bureau is reviewing its monitoring procedures to determine if there is need to strengthen criteria for assessing the adequacy of child-identification procedures.

- On the average, the States are serving only 2.6 percent of the population between the ages of 3 and 5. Sixteen States mandate services for the full 305 year age range. An additional 22 States mandate services at 4 or 5, and the remaining 12 States meet the minimal requirement of mandating services at age 6. In order to increase and enhance State and local services to preschool handicapped children, P.L. 94-142 authorizes an additional incentive grant for each handiapped child between the ages of 3 and 5. In FY 1978, States received about $60 for each preschool child provided special education and related services, in addition to the average P.L. 94-142 allocation of $159 per child. The 1980 allocations are approximately $80 additional per child. The Bureau is also supporting the development of model demonstration programs for preschool handicapped children. Currently, 150 projects are developing, demonstrating, and training others in approaches for serving handicapped children from birth to age 8.

- On the average, the States are serving only 0.73 percent of their handicapped youngsters in the age group 18 through 21, even though 30 States require services to students in general either up to or including age 21. Several factors beside the mandated service date help explain the overall low service rate: Some students graduate from high school and have no further need for P.L. 94-142 services, others leave school to enter community agency programs for which they become eligible at age 18, and still others leave when they reach the compulsory school age. In order to increase and enhance services to handicapped students from the ages of 18 through 21, the Bureau is funding model demonstration programs for handicapped students in this age group and is supporting curriculum development for secondary han-icapped pupils. Additionally, BEH together with the Bureau of Occupational and Adult Education and the Rehabilitation Services Administration have been jointly working to faciliate the delivery of special education and vocational rehabilitation services to handicapped students. The Bureau is also using the participation rates of education programs as a major factor in selecting States for 1980-81 compliance visits.

CHAPTER 2. IN WHAT SETTINGS ARE THE BENEFICIARIES BEING SERVED?

This chapter focuses on implementation of P.L. 94-142's least restrictive environment (LRE) requirement and investigates the settings in which handicapped children are being served.

Progress to Date

- Review of 1978 Annual Program Plans submitted by the States indicates that the LRE concept has been a focus of State attention and support. The Annual Program Plans contain LRE policy statements which generally use the same wording as P.L. 94-142. States emphasize the provision of a continuum of services, and about half of the States address the order in which options should be considered. A strong preference is usually expressed for regular classroom placement and for consideration of regular school options rather than more restrictive placements.

- Approximately 94 percent of school-aged handicapped children received educational services in regular public schools during the 1977-78 school year as contrasted with the 92.6 percent that prevailed in the 1976-77 school year. During the same period, regular class placements increased from 67.8 percent to 69.3 percent. However, changes at these levels are not necessarily related to the implementation of LRE policies but may simply reflect an increasing proportion of mildly handicapped students (e.g., learning disabled children) being served.

- During the 1978-79 school year every school district examined in Bureau studies expanded placement options either by adding new programs or increasing the number of existing programs. Out-of-school placements tended to decrease as new public school programs were created.

- Other studies found that as implementation of P.L. 94-142 progressed during the 1978-79 school year, teacher anxieties about "mainstreaming" generally lessened. In some places, the teacher resistance anticipated by school officials did not materialize, particularly as it became clear that the Act did not really involve placing large numbers of severely handicapped students in regular classrooms.

- Case studies found that most parents of handicapped children embrace the idea of placing their children in less restrictive environments. They see mainstreamed settings as more appropriate because of the role and behavior models available, the efforts of school staff to accommodate the child, and the academic benefits of the mainstreaming experience. On the other hand, some parents view mainstreamed settings as resulting in social isolation of their children and seek environments where they think their children may be more comfortable and accepted in addition to having their educational needs met.

Remaining Challenges

- Placement patterns by handicapping condition differ widely from State to State. One possible inference from this variability is that there well may be students who are not placed in the least restrictive environment. Additionally, case studies in-icate that a certain number of local placement decisions continue to be based on the availability of a particular kind of service rather than on a child's need. As part of its monitoring responsibilities, the Bureau is now investigating such placement variations.

CHAPTER 3. WHAT SERVICES ARE BEING PROVIDED?

This chapter describes the characteristics and content of individualized education programs (IEPs) as well as the status of service providers.

- The IEPs being written are functional. Virtually all (99 percent) include a statement of the specific educational services to be provided. Over 90 percent include one or more of the following basic pieces of information: present levels of educational performance, annual goals, and short-term objectives. Most of the Nation's schools --at State or local option -- are electing to include nonmandated information: student descriptive information, such supporting information as assessment data and instructional strategies, and signatures of persons who have participated in the IEP process and approved the IEP. Almost one-half (47 percent) of the IEPs are three or fewer pages in length.

- About 63 percent of the IEPs of public school handicapped children indicate special education instruction will be provided in reading, and close to 46 percent indicate special instruction in mathematics. The IEPs of preschool children more frequently indicate speech services and motor training. The IEPs of handicapped students in special schools, as compared with those in regular schools, more frequently specify special education services in such functional areas as social adaptation, self-help skills, and motor skills. Overall, services actually provided to handicapped children were found to match those called for in IEPs.

- The number of available special education teachers rose by 8.3 percent between 1976-77 and 1977-78, with the increase being especially noteworthy for teachers of learning disabled students. The number of support staff available increased over the same period by 13.2 percent.

- Increased numbers of new regular classroom teachers are being trained to work with handicapped children through 150 projects awarded to colleges of education.

- The major targets of State training and dissemination activities for school year 1978-79 were parents of handicapped children, followed by regular classroom teachers, special education teachers, and teacher aides and administrators.

Remaining Challenges

- Much more needs to be accomplished before P.L. 94-142 requirements for the contents of IEPs are met. In general, IEPs need particular improvement in specifying the extent of participation in regular education programs and providing proposed evaluation criteria for determining the extent to which short-term objectives are being achieved. Additionally, some confusion may exist regarding specific requirements of the Act. Many issues have surfaced concerning the provision of related services and the fact that certain services, such as physical education and vocational/prevocational education, are infrequently specified in IEPs. The Bureau recently launched specific action to restate IEP requirements, provide clarification where indicated, and address new question on IEP implementation. The Bureau has also taken steps to clarify policies concerning provision of mental health and catheterization services and the use of parents' insurance proceeds to pay for services. In their final form, the documents setting forth these matters -- clarifications of the P.L. 94-142 regulations -- will become basic instruments in monitoring compliance.

- While the number of available special education teachers rose by 8.3 percent from 1976-77 to 1977-78, the number of special education teachers needed still exceeded the number available. According to State projections, nearly 64,000 additional teachers were needed for school year 1978-79. Areas of largest need continue to be for teachers of emotionally disturbed, learning disabled, and mentally retarded children. Through the Bureau's Part VI-D discretionary grant program, about $14,530,000 will be awarded to institutions of higher education for the training of new special educators.

- Similarly, while the number of support staff available to provide related services increased by 13.2 percent from 1976-77 to 1977-78, State projections indicated that 52,000 such persons were still needed for school year 1978-79. The areas of larged need are teacher aides, psychologists, and diagnostic staff. The Bureau estimates that in school year 1979-80, some $5,664,000 from FY 1979 Part D funds will be awarded to prepare new support staff.

CHAPTER 4. WHAT ARE THE CONSEQUENCES OF IMPLEMENTING THE ACT?

This chapter focuses on consequences at the local school district level as described by a series of Bureau-initiated case studies.

Progress to Date

- In response to P.L. 94-142 provisions focused on the rights of handicapped children and their parents, many school districts adopted more formalized, comprehensive, and structured assessment procedures. An apparently unforeseen consequence of this formalization as well as increased child find efforts was increased numbers of students having to wait for assessment to occur. In response to this problem, in 1978-79 some case study school districts were pursuing three major strategies: (1) more formal and stringent reviews of potential referrals; (2) redefinition of the duties of school psychologists, calling upon them to concentrate, for example, on testing; and (3) increased assessments conducted by teachers. Such strategies appar to have had at least some success in diminishing assessment backlogs, while still allowing for comprehensive child assessments.

- According to national survey findings, an average of four persons participated in developing a child's IEP. School principals and special education teachers or therapists were typically among them, an involvement that has added responsibilities to the traditional roles of these people.

- The national survey found that in about 77 percent of the cases, parents of handicapped students were specifically involved in approving their child's IEP, either verbally or by signing it. Less than half of 1 percent of parents refused approval, according to teacher reports. Based again on teacher reports, 49 percent of the parents of public school handicapped children actually served as part of the IEP committee and provided information contributing to the IEP's development. In general, program approval rather than formulation remains the major role of parents.

- Implementation of the IEP requirement has resulted in including a certain number of handicapped students in planning their special education programs. A survey found that such participation ranged from zero at the preschool level to 13 percent of students between the ages of 13 and 15, and 25 percent between the 16 and 21 age levels.

- School districts generally tried to accommodate parents without resorting to due process hearing. When a hearing was necessary, it served to resolve issues of placement or programming appropriateness on a case-by-case basis.

Remaining Challenges

- The Bureau has launched a national survey of assessment procedures that will investigate the nature and extent of assessment backlogs and their relationship to screening, referral, and assessment procedures. Data will be collected during the 1980-81 school year.

- More effective promotion of parent involvement in pupil planning and programming is needed. Only about half of the IEP meetings are attended by parents, and the parent role in decisionmaking for their child is often limited to a passive one. The Bureau has initiated several steps to increase and improve the quality of parent participation, including clarifying final regulations on IEP meetings, initiating five pilot regional Parent Information Centers to inform parents of their rights and responsibilities under P.L. 94-142, and planning for a new FY 1981 initiative to stimulate parent/school training programs.

- As implementation of P.L. 94-142 has progressed, two issues concerning the rights of handicapped children have arisen. One involves P.L. 94-142's surrogate parent requirements and the other concerns the application of suspension and expulsion policies to handicapped children. The Bureau is addressing these issues through the development of policy clarification papers. Final versions will be published in the Federal Register and reviewed by the Congress.

CHAPTER 5. WHAT ADMINISTRATIVE PROCEDURES ARE IN PLACE?

Chapter 5 focuses on Federal and State amdinistration of P.L. 94-142. While the Bureau of Education for the Handicapped is responsible for administrative relationships between the Federal Government and the State education agency (SEA), the administration of P.L. 94-142 within the State is the responsibility of the SEA.

Progress to Date

- It is evident that the schools cannot provide for all of the handicapped child's needs without the continued cooperation of other public and private programs. The Bureau has been working to improve coordination among the agencies which regularly provide services to handicapped children. For example, a major problem in the coordination of services revolves around the issue of which program will provide and pay for a given service and under what conditions. Many State statutues prohibit an agency from using State funds to pay for services if some otherpublic or private agency can cover them. On the premise that under P.L. 94-142 the State education agency was making some services "generally available," noneducational agencies in some States either withdrew or diminished services. The Bureau and other Federal agencies jointly have developed policy statements which explain how certain programs may legally continue to provide services and how the various agencies may appropriately collaborate. The effectiveness of these efforts is currently being examined by the Bureau.

- Progress has been made in the development of acceptable State plans. The Bureau has encouraged the States to submit Annual Program Plans for Bureau review in the spring. (The program is forward funded, and money thus can legally be released three months prior to the beginning of the fiscal year). While no 1977 funds were obligated to States during the first quarter of the funding period, some 35 percent of 1979 funds were allocated during that period, and by the third quarter, 86 percent were obligated compared to 55 percent at the same point for 1977. Earlier funding enables States to get services to children more quickly.

- As part of its monitoring procedures, the Bureau has implemented a system designed to manage complains regarding P.L. 94-142. Complaints concerning a local school district are referred directly to the State Department of Education for resolution. A Bureau complaint specialist monitors the State until the complaint is resolved -- working on cases going to a due process hearing to ensure that no procedural violations occur and in other cases working with State officials to ensure the establishment of appropriate programming alternatives under specific schedules. From October 1978 through July 1979, the Bureau processed 320 complaints from parents. The largest number of parent complaints were related to child placements.

- Significant improvements have been developed in State monitoring capabilities -- an essential function in P.L. 94-142's implementation. In 1978, all States had some monitoring system in place, an increase of one-third over the previous year. Nearly All states (90 percent) conducted followup or corrective action following visits in 1978.

- The Bureau conducted Program Administrative Reviews in 21 States during school year 1978-79 -- the first program review for most of these States since P.L. 94-142 became effective. At the State level, the reviews found that all of these States had adopted policies and procedures to guarantee the rights of handicapped children and make available full educational opportunities.

Remaining Challenges

- Despite the marked improvement of States in carrying out their monitoring roles, only five of those undergoing program reviews in 1978-79 were in full compliance with the monitoring provision. The principal difficulty was failure to monitor all of the P.L. 94-142 provisions at each of the sites. The Bureau developed corrective actions with specific schedules for these States.

- The full implementation of policies and procedures throughout each State lies ahead. Through Program Administrative Reviews, the Bureau found four areas that generally required corrective actions, including individualized education program provisions, procedural safeguards, the least restrictive environment provision, and protection in evaluation procedures. Required corrective actions typically involved State dissemination of the Federal requirements covering the area in question and State demonstration of a change in practices or procedures in sites where problems were found. The Bureau is conducting on-site verification visits to ensure that corrective actions have been implemented.

CHAPTER 6. TO WHAT EXTENT IS THE INTENT OF THE ACT BEING MET?

Progress to Date

- Both on-site visits and Bureau commissioned studies indicate that there is widespread commitment to the P.L. 94-142's goals. Virtually every study available to the Bureau has found that education staff at all levels strongly endorse the Act. Furthermore, commitment has been translated into action. One study concluded: "Never have so many local and State agencies done so much with so few Federal dollars to implement a Federal education mandate." Many changes have been implemented within a short time -- from the development of State policies to the development of IEPs for individual students. The accomplishments to date are significant.

Remaining Challenges

- Challenges to full implementation of the Act continue to exist and increasing gains must be achieved during the coming year. These challenges have been detailed throughout this report, as have steps the Bureau will take to encourage and assist the States in complying with P.L. 94-142.

Overall, while much additional work is needed before the goals of the Act are fully realized, the evidence dmonstrates that more handicapped children are receiving a free appropriate public education than ever before.

OSE SETS SPRING MONITORING SCHEDULE

Twenty states will be visited by OSE compliance monitoring teams between February and May, 1980, according to the Division of Assistance to States, Office of Special Education.

The monitoring schedule is listed below.

February	2-6	Mississippi
	9-13	Oklahoma
	16-20	Nevada
	23-27	Georgia
March	2-6	Maryland
	9-13	Kansas
	16-20	West Virginia, Louisiana
	23-27	Montana
March 30 - April 3		Missouri, New Jersey
April	6-10	Arkansas, Nebraska
	20-24	Rhode Island, Vermont
April 27 - May 1		Pennsylvania
May	4-8	Tennessee
	11-15	Oregon
	18-22	Ohio, Maine

TABLE D - 1.1A

NUMBER OF CHILOREN AGES 3-21 YEARS SERVEO UNDER P.L. 89-313 AND P.L. 94-142
BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	14.106	15.670	35.127	3.503	516	408	1.157	521	1.307	63	72.378
ALASKA	2.739	5.716	906	333	59	156	205	48	68	12	10.242
ARIZONA	11.275	22.372	6.879	4.359	609	856	898	331	708	16	48.303
ARKANSAS	11.475	13.250	17.433	475	450	442	718	317	438	29	45.027
CALIFORNIA	108.284	117.974	39.810	28.525	35.453	15.194	7.172	2.854	0	267	355.533
COLORAOO	10.478	20.501	6.808	6.405	0	702	913	285	1.103	33	47.228
CONNECTICUT	14.342	25.019	8.212	11.585	944	537	1.233	642	36	1	62.551
DELAWARE	1.898	6.528	2.629	2.726	16	252	182	124	48	31	14.434
OISTRICT OF COLUMBIA	1.602	1.128	1.309	450	180	234	50	55	168	41	5.217
FLORIOA	41.072	47.829	29.973	10.931	0	2.735	2.060	853	1.492	18	136.963
GEORGIA	23.729	27.098	30.274	13.960	1.483	560	2.092	804	1.809	38	101.847
HAWAII	1.202	6.938	2.120	371	4	165	322	52	184	24	11.382
IOAHO	4.176	7.891	3.021	538	575	483	483	250	629	20	18.066
ILLINOIS	78.684	72.697	50.770	31.540	2.408	4.402	5.177	2.147	2.450	188	250.463
INOIANA	47.783	17.373	27.165	2.053	400	863	1.429	601	1.123	28	98.818
IOWA	16.044	23.961	12.955	3.243	3	673	1.063	321	667	39	58.969
KANSAS	12.886	12.528	7.780	2.590	703	339	765	251	852	39	38.733
KENTUCKY	22.958	14.205	23.321	2.623	1.013	629	1.059	447	649	183	67.087
LOUISIANA	24.640	29.416	20.713	5.201	1.483	734	1.681	551	1.183	38	85.640
MAINE	5.575	7.640	5.293	3.681	310	346	459	135	860	8	24.307
MARYLANO	24.488	46.118	11.870	3.616	1.838	1.102	1.868	673	2.152	38	93.763
MASSACHUSETTS	40.908	35.246	26.822	24.787	5.640	285	6.487	1.128	283	283	141.869
MICHIGAN	54.127	43.472	31.188	18.063	0	4.128	3.205	1.149	53	0	155.385
MINNESOTA	23.248	35.201	14.894	3.945	1.661	1.246	1.615	474	42	20	82.346
MISSISSIPPI	14.064	8.136	18.720	255	18	322	543	228	130	14	42.430
MISSOURI	33.337	30.592	23.192	6.000	1.056	717	1.195	430	1.564	51	98.134
MONTANA	3.879	5.266	1.780	459	111	129	290	190	660	17	12.781
NEBRASKA	10.548	9.952	7.015	1.386	0	461	511	187	326	0	30.386
NEVAOA	3.086	5.380	1.365	320	194	266	194	74	319	9	11.207
NEW HAMPSHIRE	1.626	6.320	2.453	1.058	198	206	293	257	213	3	12.627
NEW JERSEY	60.544	45.335	18.849	13.493	2.177	1.882	2.259	1.428	3.551	60	149.578
NEW MEXICO	4.103	9.956	3.439	1.623	17	182	470	156	487	46	20.479
NEW YORK	43.751	30.975	47.960	45.692	35.407	6.920	5.208	2.081	542	51	218.587
NORTH CARDLINA	26.946	34.017	43.507	3.692	900	1.146	2.246	845	1.542	53	114.894
NORTH OAKOTA	3.258	3.474	2.083	291	60	104	206	87	198	15	9.776
OHIO	65.439	58.214	64.422	4.277	0	3.543	2.676	1.023	1.662	96	201.352
OKLAHOMA	19.109	25.035	13.781	558	352	365	796	323	643	35	60.997
OREGON	11.819	19.801	5.991	2.265	639	1.243	1.688	599	85	15	44.145
PENNSYLVANIA	72.127	46.307	49.276	12.494	289	2.036	4.804	2.318	525	8	190.244
PUERTO RICO	989	2.670	10.539	1.459	663	662	1.372	1.217	1.377	87	21.035
RHOOE ISLANO	3.437	8.728	1.989	1.092	187	184	258	61	115	20	16.071
SOUTH CAROLINA	21.021	16.240	26.090	4.882	72	847	1.098	576	622	18	71.466
SOUTH DAKOTA	4.847	2.437	1.245	309	19	163	445	55	327	3	9.850
TENNESSEE	31.824	27.221	23.302	3.084	1.534	1.170	2.358	796	1.706	9	93.004
TEXAS	70.555	123.751	31.033	11.084	3.102	2.736	4.578	1.465	19.067	241	267.612
UTAH	7.834	12.760	3.327	9.650	108	211	680	303	1.231	23	36.127
VERMONT	3.168	4.481	3.363	328	185	264	293	85	241	16	12.424
VIRGINIA	32.101	27.842	18.950	5.025	530	513	1.495	1.642	2.908	45	91.051
WASHINGTON	11.495	20.782	11.063	5.466	1.199	1.018	1.302	418	1.265	41	54.049
WEST VIRGINIA	10.089	9.174	11.552	828	767	321	410	256	545	22	33.964
WISCONSIN	15.780	23.283	15.004	7.475	572	915	1.264	414	855	49	65.611
WYOMING	2.697	4.689	1.044	630	100	109	203	46	334	21	9.873
AMERICAN SAMOA	0	49	65	0	1	3	22	5	18	4	167
GUAM	382	200	921	27	0	1	97	27	127	8	1.790
NORTHERN MARIANAS	0	22	9	0	0	0	15	2	9	1	58
TRUST TERRITORIES	225	92	19	33	57	26	1.140	18	109	23	1.742
VIRGIN ISLANOS	285	146	732	43	0	13	57	12	15	15	1.318
BUR. OF INOIAN AFFAIRS	883	2.281	821	286	30	39	114	42	343	0	4.839
U.S. AND TERRITORIES	1.188.967	1.281.379	882.173	331.067	106.292	66.248	82.873	32.679	61.965	2.576	4.036.219

TABLE D - 1.3

PERCENT* OF CHILDREN AGES 3-21 YEARS SERVED UNDER P.L. 89-313 AND P.L. 94-142 BY HANDICAPPING CONDITION

SCHOOL YEAR 1979-1980

STATE	SPEECH IMPAIRED	LEARNING DISABLED	MENTALLY RETARDED	EMOTIONALLY DISTURBED	OTHER HEALTH IMPAIRED	ORTHO-PEDICALLY IMPAIRED	DEAF AND HARD OF HEARING	VISUALLY HANDI-CAPPED	MULTI-HANDI-CAPPED	DEAF AND BLIND	TOTAL
ALABAMA	1.84	2.04	4.57	0.46	0.07	0.05	0.15	0.07	0.17	0.01	9.43
ALASKA	3.09	6.45	1.02	0.38	0.07	0.18	0.23	0.05	0.08	0.01	11.56
ARIZONA	2.21	4.39	1.35	0.86	0.12	0.17	0.18	0.06	0.14	0.00	9.49
ARKANSAS	2.53	2.92	3.85	0.10	0.10	0.10	0.16	0.07	0.10	0.01	9.94
CALIFORNIA	2.68	2.91	0.98	0.70	0.88	0.38	0.18	0.07	0.00	0.01	8.78
COLORADO	1.90	3.72	1.24	1.16	0.00	0.13	0.17	0.05	0.20	0.01	8.58
CONNECTICUT	2.50	4.36	1.43	2.02	0.16	0.09	0.21	0.11	0.01	0.00	10.90
DELAWARE	1.82	6.27	2.53	2.62	0.02	0.24	0.17	0.12	0.05	0.03	13.87
DISTRICT OF COLUMBIA	1.51	1.06	1.23	0.42	0.17	0.22	0.05	0.05	0.16	0.04	4.91
FLORIDA	2.73	3.18	1.99	0.73	0.00	0.18	0.14	0.06	0.10	0.00	9.10
GEORGIA	2.20	2.52	2.81	1.30	0.14	0.05	0.19	0.07	0.17	0.00	9.46
HAWAII	0.71	4.11	1.28	0.22	0.00	0.10	0.19	0.03	0.11	0.01	8.75
IDAHO	2.06	3.89	1.49	0.27	0.28	0.24	0.24	0.12	0.31	0.01	8.91
ILLINOIS	4.03	3.72	2.60	1.61	0.12	0.23	0.26	0.11	0.13	0.01	12.82
INDIANA	4.41	1.60	2.51	0.19	0.04	0.08	0.13	0.06	0.10	0.00	9.12
IOWA	2.93	4.37	2.36	0.59	0.00	0.12	0.19	0.06	0.12	0.01	10.75
KANSAS	3.05	2.96	1.84	0.61	0.17	0.08	0.18	0.06	0.20	0.01	9.16
KENTUCKY	3.39	2.10	3.44	0.39	0.15	0.09	0.16	0.07	0.10	0.03	9.91
LOUISIANA	3.05	3.64	2.56	0.64	0.18	0.09	0.21	0.07	0.15	0.00	10.59
MAINE	2.45	3.35	2.32	1.62	0.14	0.15	0.20	0.06	0.38	0.00	10.67
MARYLAND	3.15	5.93	1.53	0.46	0.24	0.14	0.24	0.09	0.28	0.00	12.06
MASSACHUSETTS	3.90	3.36	2.56	2.36	0.54	0.03	0.62	0.11	0.03	0.03	13.53
MICHIGAN	2.91	2.34	1.68	0.97	0.00	0.22	0.17	0.06	0.00	0.00	8.35
MINNESOTA	2.99	4.52	1.91	0.51	0.21	0.16	0.21	0.06	0.01	0.00	10.58
MISSISSIPPI	2.92	1.69	3.88	0.05	0.00	0.07	0.11	0.05	0.03	0.00	8.80
MISSOURI	3.82	3.50	2.66	0.89	0.12	0.08	0.14	0.05	0.18	0.01	11.24
MONTANA	2.40	3.26	1.10	0.28	0.07	0.08	0.18	0.12	0.41	0.01	7.91
NEBRASKA	3.67	3.46	2.44	0.48	0.00	0.16	0.18	0.07	0.11	0.00	10.58
NEVADA	2.09	3.64	0.92	0.22	0.13	0.18	0.13	0.05	0.22	0.01	7.59
NEW HAMPSHIRE	0.95	3.69	1.43	0.62	0.12	0.12	0.17	0.15	0.12	0.00	7.38
NEW JERSEY	4.70	3.52	1.46	1.05	0.17	0.15	0.18	0.11	0.28	0.00	11.61
NEW MEXICO	1.49	3.61	1.25	0.59	0.01	0.07	0.17	0.06	0.18	0.02	7.43
NEW YORK	1.48	1.05	1.63	1.55	1.20	0.23	0.18	0.07	0.02	0.00	7.41
NORTH CAROLINA	2.34	2.96	3.78	0.32	0.08	0.10	0.20	0.07	0.13	0.00	9.99
NORTH DAKOTA	2.75	2.94	1.76	0.25	0.05	0.09	0.17	0.07	0.17	0.01	8.26
OHIO	3.23	2.87	3.18	0.21	0.00	0.17	0.13	0.05	0.08	0.00	9.94
OKLAHOMA	3.28	4.29	2.36	0.10	0.06	0.06	0.14	0.06	0.11	0.01	10.45
OREGON	2.53	4.24	1.28	0.48	0.14	0.27	0.36	0.13	0.02	0.00	9.45
PENNSYLVANIA	3.66	2.35	2.50	0.63	0.01	0.11	0.24	0.12	0.03	0.00	9.66
PUERTO RICO	0.14	0.36	1.44	0.20	0.09	0.09	0.19	0.17	0.19	0.01	2.87
RHODE ISLAND	2.23	5.66	1.29	0.71	0.12	0.12	0.17	0.04	0.07	0.01	10.43
SOUTH CAROLINA	3.36	2.60	4.18	0.78	0.01	0.14	0.18	0.09	0.10	0.00	11.44
SOUTH DAKOTA	3.65	1.83	0.94	0.23	0.01	0.12	0.34	0.04	0.25	0.00	7.42
TENNESSEE	3.67	3.14	2.69	0.36	0.18	0.14	0.27	0.09	0.20	0.00	10.74
TEXAS	2.46	4.31	1.08	0.39	0.11	0.10	0.16	0.05	0.66	0.01	9.31
UTAH	2.35	3.83	1.00	2.90	0.03	0.06	0.20	0.09	0.37	0.01	10.85
VERMONT	3.17	4.49	3.37	0.33	0.19	0.26	0.29	0.09	0.24	0.02	12.45
VIRGINIA	3.11	2.70	1.84	0.49	0.05	0.05	0.14	0.16	0.28	0.00	8.83
WASHINGTON	1.50	2.72	1.45	0.71	0.16	0.13	0.17	0.05	0.17	0.01	7.07
WEST VIRGINIA	2.60	2.36	2.97	0.21	0.20	0.08	0.11	0.07	0.14	0.01	8.74
WISCONSIN	1.84	2.71	1.75	0.87	0.07	0.11	0.15	0.05	0.10	0.01	7.65
WYOMING	2.82	4.91	1.09	0.66	0.10	0.11	0.21	0.05	0.35	0.02	10.34
AMERICAN SAMOA	0.00	0.61	0.82	0.00	0.01	0.04	0.28	0.06	0.23	0.05	2.09
GUAM	1.38	0.73	3.34	0.10	0.00	0.00	0.35	0.10	0.46	0.03	6.49
NORTHERN MARIANAS	-	-	-	-	-	-	-	-	-	-	-
TRUST TERRITORIES	-	-	-	-	-	-	-	-	-	-	-
VIRGIN ISLANDS	1.12	0.58	2.89	0.17	0.00	0.05	0.22	0.05	0.06	0.06	5.20
BUR. OF INDIAN AFFAIRS	-	-	-	-	-	-	-	-	-	-	-
U.S. AND TERRITORIES	2.81	3.03	2.09	0.78	0.25	0.16	0.20	0.08	0.15	0.01	9.54

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* NUMBER OF CHILDREN AGES 3-21 YEARS SERVED AS A PERCENT OF ESTIMATED FALL 1979 ENROLLMENT (AGES 5-17)

Policy Statement

Implementing P.L.94-142

State-Federal Administrative Questions

regarding

The Education for All Handicapped Children Act

Council of Chief State School Officers

Introduction

In November 1975, Public Law 94-142, the Education for All Handicapped Children Act became law. The basic guarantee of that law, that every handicapped child has a fundamental right to receive a free appropriate public education, was hailed throughout the nation as a milestone in the development of programs for handicapped Americans. At that time, state and local school administrators, board members, teachers, and parents joined together in the efforts to fulfill the promise of P. L. 94-142. That commitment to full service remains as strong today as it was in 1975.

Members of the Council of Chief State School Officers (CCSSO), the organization representing the superintendents and commissioners of education in the fifty states and six extra-state jurisdictions, remain united in their support for P. L. 94-142. Since passage of this law, state education officials have been in the forefront of efforts to eliminate educational discrimination against handicapped children and to provide those children with quality special education programs.

Chief state school officers are responsible for the administration of education programs serving the needs of all children and youth in their states. Special education is an integral part of our commitment to develop and improve public education programs for all children. State education officials agree that despite difficulties which have arisen during the first few years of implementation, P. L. 94-142 has led to an increased commitment of our schools to serving handicapped children.

The goal of this position statement is to seek clarity in the administration and implementation of P. L. 94-142 mandates in order to meet the needs of handicapped children more effectively. Accordingly, the recommendations are aimed at identifying desired policy outcomes. While several alternatives, including legislation, for achieving each of these outcomes is possible, the Council believes administrative solutions can be developed for most of the problems we have identified. We have identified those areas in which legislative change may need to be made.

This position statement, as well as the activities of members of the Council on special education issues, reflects a desire to create and continue a balanced partnership and dialogue between the federal government and the states in the interpretation and the procedures for implementing P. L. 94-142. If states and local education agencies are to do their job of insuring a free appropriate public education for all handicapped children, the federal government must be consistent in providing leadership and assistance across states.

The recommendations presented in this paper focus on four broad administrative issues affecting state-level implementation of P. L. 94-142. Differences in interpretation exist in: the state plan approval process; OSE (Office of Special Education)/OCR (Office of Civil Rights) relationship to state education agencies; consistency of standards and criteria to meet P. L. 94-142 requirements; and, supervision of interagency responsibilities.

Background

On February 8, 1980, representatives of several states with concerns about the implementation of P. L. 94-142, the Education of All Handicapped Children Act, and CCSSO staff met in Dallas, Texas. The purpose of the meeting was to determine whether common problems existed among states, and to develop a strategy for resolving any such problems. The four broad issue areas listed above emerged in the discussion as topics needing specific attention. As a result of the discussions in Dallas, the Council's Board of Directors asked President Anne Campbell, Nebraska Commissioner of Education, to appoint a task force which would develop a position paper and make specific recommendations for solving these P. L. 94-142 administrative problems.

Representatives from 15 states (Alabama, California, Connecticut, Florida, Illinois, Michigan, Nebraska, New York, Pennsylvania, Idaho, Minnesota, North Carolina, Oklahoma, Texas, and Colorado) met with Council staff and invited participants from the Education Commission of the States, the Bureau of Education for the Handicapped (now the Office of Special Education (OSE)) and the National Association of State Directors of Special Education in Chicago on April 28, 29 and 30. The task force, chaired by California, discussed specific problems within each of the four issue areas previously identified and developed recommendations in each area.

I. PLAN APPROVAL PROCESS

The Program Plan each state is required to submit under P. L. 94-142 is central to the successful administration of the law. The approved plan includes the policies and procedures that each state will use in providing special education and related services to its handicapped children. States have experienced two major problems regarding the state plan: 1) an uncertainty as to the purpose of the plan, and 2) the need for an established and timely process for approval. The absence of clarity on these two points has hindered the effective and efficient delivery of services to handicapped children in the various states.

A. State Plan Not Local Compliance Document

The primary issue regarding the plan is the need to define more clearly its purpose. It is the Council's position that a state plan is a statement of commitment to provide education to all handicapped children as well as an assurance of compliance with the provisions of P. L. 94-142. It is a statement of processes and procedures to be used in accomplishing those goals. The state plan should not be viewed as a vehicle for substantiating current year compliance. Neither should a new plan be held by OSE pending resolution of local district complaints.

States are committed to resolve complaints in a timely manner, and to comply with P. L. 94-142. However, a separate and distinct process should exist to resolve local district complaints. Separate processes would avoid delays in plan approval for subsequent fiscal years because of a current year unresolved complaint.

Therefore, the Council advocates that approval of the program plan be limited to P. L. 94-142 state-level compliance. Local district complaints should be resolved through procedures outlined in the state plan as approved by OSE. Approval of future plans should not be subject to the resolution of pending investigations. Furthermore, OSE should demonstrate that a compliance issue is statewide before withholding any state's allocation.

B. Need for a Timely Plan Approval Process

The second major issue identified regarding the state plan is the need for a clearly established and timely process for approval. States have experienced a variety of problems with the plan approval process. The reasons for problems and delays include:

1) the need for a clear process and procedures for approval of state plans;
2) the need for criteria for approval; these criteria should not be changed or revised during the approval process;
3) the need for consistency in technical assistance from state plan officers and other OSE staff both within a state and among states; and,
4) the need for a specified period within which OSE must either approve or disapprove a state plan.

Members of the Council agree that problems existing between federal and state levels parallel the problems existing between the state and local levels. States recognize and expect differences in the plans submitted by their local education agencies. Similarly, OSE should expect differences from state to state. In the plan approval process there is a need for flexibility in the product, but there must be consistency in the process. The plan, which assures the delivery of services to handicapped children, must be negotiated and approved in an orderly, public and timely manner if states are to guarantee these services.

C. Recommendations

Therefore, the Council recommends that:

- OSE establish and disseminate a plan approval process which clearly identifies the various stages of approval and what role, if any, various groups and other agencies have in that process:

1. Prior to formal submission of a state plan, the state and OSE should continue to carry out the technical assistance/negotiation process as long as necessary;

2. OSE should formally notify each state that its plan has been received. The formal submission date for a state plan is indicated by a letter of intent from the state to OSE accompanying the plan.

3. Within 60 calendar days of formal submission of a state plan, the Secretary must either approve or disapprove the plan. If the Secretary does not act within 60 days, the plan will be assumed to be approved. A state should be notified of an intent to disapprove its plan within a reasonable time period prior to the end of the 60 day period.

4. Should an SEA submit major changes in its plan prior to approval and within the 60 days, then either the state or OSE may begin another 60 day period.

5. At the end of the 60 days, if both the SEA and OSE agree, a 30 day extension may be added to the 60 day period.

6. If a state appeals disapproval by the Secretary of its plan, the Secretary must review the appeal and make her decision within 30 days.

- Approval of future plans should not be subject to the resolution of pending complaint investigations.

- The plan approval process established by OSE should apply to amendments to the 1980 Three Year Plan.

- OSE should address the need for consistency of information and technical assistance received from state plan officers and other OSE staff members.

II. OSE/OCR RELATIONSHIP TO STATE EDUCATION AGENCIES

The issue of the OSE/OCR (Office of Civil Rights) relationship to state agencies arises from overlapping responsibilities among the various federal agencies in complaint investigation and resolution, policy and procedure setting, and enforcement of P. L. 94-142 and Section 504 of the Vocational Rehabilitation Act. Duplication of effort between OCR and OSE has resulted in confusion for children and parents, and excessive amounts of time being taken to resolve complaints; such situations may seriously impair a child's educational program. Chief state school officers are committed to the speedy and fair resolution of complaints. The Council believes that there should be a single process which affords a complaint resolution in a timely manner and which clearly delineates the roles, responsibilities and procedures of both federal and state agencies as they monitor and enforce the requirements of P. L. 94-142 and Section 504. This issue can be divided into three major problem areas: 1) OSE/OCR inconsistencies with respect to a single issue; 2) Section 504/P. L. 94-142 inconsistencies; and 3) complaint investigation inefficiencies.

A. OCR/OSE Inconsistencies

First, several states have received inconsistent interpretations of the P. L. 94-142 and Section 504 mandates from OSE and OCR, especially with respect to questions concerning the provision of related services. OSE and OCR conflict in their definition of related vs. medical services as required under P. L. 94-142 or Section 504, as well as the responsibility of the local education agency (LEA) to provide those services.

B. P. L. 94-142 Plans Meet Section 504 Requirements

Second, although the regulations implementing Section 504 indicate that meeting the requirements of P. L. 94-142 is one way to comply with the education portion of the Section 504 mandate, several states have been required by OCR to alter procedures or services which have been previously approved by OSE in the state's P. L. 94-142 plan. Policy interpretations which are developed by OSE should be accepted by OCR, as stated in Section 504 regulations. States and local education agencies only can develop and implement programs of special education services when the responsible federal agencies agree on the acceptability of these programs. OCR should adhere to its guidelines by acknowledging in practice that compliance with the provisions of P. L. 94-142 is adequate to meet the more general Section 504 mandate.

C. Complaint Investigation and Resolution

A third problem area, complaint investigation and resolution, falls into two categories: 1) simultaneous investigation of a complaint by one or more federal agencies and/or the SEA, and 2) the interruption of a state's complaint resolution process and, more seriously, the reversal by OCR of a state fair hearing decision regarding a complaint which has been investigated by the state using its approved process and procedures.

Simultaneous investigations may occur as the result of a complaint filed under Section 504 with OCR, and with the state education agency under P. L. 94-142. The Council recognizes that by law OCR's jurisdiction does not rest upon prior exhaustion of state remedies; it is a complaint system to which a parent of a child can turn without regard to state procedures. However, we believe that state remedies should be exhausted first to avoid confusion and duplication of effort. In the event that simultaneous investigations are carried out, OCR should notify the SEA of its activities and provide specific information to the SEA regarding the complaint. For example, in several states OCR has gone directly to the LEA in a complaint investigation without notifying the state that an investigation has been initiated.

Similarly, federal agencies may duplicate one another's investigations, as when both OSE and OCR investigate the same complaint. In one state, OSE and OCR are both investigating the move of one of the residential schools from one site to another. That state, as a result, has had to provide excessive hours of staff time and two separate sets of documentation to the federal agencies, with no assurance that each agency will reach the same conclusion. This duplication of effort has caused uncertainty in the placement of the children and has proved burdensome for both parents and local education agencies.

A second category of complaint confusion which has created problems for states involves the interruption of a state's complaint resolution process and/or the reversal of fair hearing decisions by a federal agency. Some states report that OCR regional offices have overruled state decisions without conducting hearings of their own or reviewing appropriate documents. States are responsible, under the approved plan, for the investigation and resolution of complaints filed under P. L. 94-142. Under the law, approved state plans provide for procedures, including local hearings and other mechanisms, for complaint resolution. Procedures are also provided for unresolved complaints to be appealed first to the state superintendent or commissioner, and eventually to the courts. If OCR or OSE interrupts or reverses any part of this process, problems inevitably arise. The Council believes that the occurance of a series of administrative remedies as a result of the reversal of a state fair hearing decision at the local, state and federal levels is counterproductive and delays implementation of an appropriate program for the child. For example, P. L. 94-142 provides that if a parent or parent surrogate appeals to the courts on an unresolved state-level decision, the child remains in the current placement. However, if the parent or surrogate files a complaint with OCR and does not also appeal to the court, there is a question regarding the child's appropriate placement. The role of federal agencies should be to ensure that local and state education agencies are affording individuals the rights to which they are entitled and that the procedures outlined in the state plan are being carried out.

The Council is encouraged by the success of the pilot projects conducted in at least two states to address this problem. One person in the Education Department regional office negotiates with OCR on all complaints. Other states have met directly with OCR and have negotiated a process which channels all OCR complaints through the SEA. These two procedures are working well and the states involved have experienced few problems with duplication of the investigation process. However, there should be a consistent process for all states.

D. Recommendations

The problems described in this section are natural outgrowths of the complicated relationship between OCR and OSE and their responsibilities to monitor the implementation of their respective mandates. Section 504 and P. L. 94-142 are aimed at ensuring the rights of the same population. While the Council encourages OCR and OSE to cooperate and coordinate their activities to avoid duplication of effort, our members believe that a clearer delineation of the roles and authority of these two agencies must be achieved. The Council proposes a series of recommendations, which taken as a whole, will address the issue of agency responsibility and alleviate the problems associated with this issue.

Therefore, the Council recommends that:

- Responsibilities and boundaries be clearly defined for OSE and OCR as they relate to the enforcement of P. L. 94-142 and Section 504 in the following areas:

    - -- complaint investigation and resolution
    - -- policy and procedure setting
    - -- compliance monitoring activities

- Responsibility for investigating complaints as they relate to P. L. 94-142 be assigned to a single agency in order to eliminate duplication in the investigation process. The Council suggests that OSE be responsible for the development of policies and procedures for P. L. 94-142, and that OCR be limited to the investigation of individual complaints.

- The standards against which a complaint is investigated be the state plan as approved by OSE.

- OCR should not be able to overturn a P. L. 94-142 state fair hearing decision; doing so would provide a second administrative remedy for the same complaint, when the courts should be the forum for resolution. Further, OCR should not be able to interrupt state complaint resolution processes.

- OCR establish a systematic process for complaint investigation and disseminate that process to the states. The process should include official notification to states upon the initiation of a complaint investigation by OCR, and procedures for ensuring non-duplication of investigation.

- If OSE finds a state to be in compliance with the law, either by virtue of an approved state policy or procedure in the state plan or through formal complaint investigation, OCR should not be able to overturn that decision.

- There be established in OSE and OCR, or in the Undersecretary's office, one cross-cutting unit held accountable for coordinated efforts.

III. CONSISTENCY OF STANDARDS AND CRITERIA TO MEET P. L. 94-142 REQUIREMENTS

A. Need for Consistent Policy Interpretations

The development of consistent policy relating to P. L. 94-142 can eliminate much of the confusion which now exists concerning state and local responsibilities. States have experienced conflicting policy interpretations from OSE regarding standards and criteria for implementing specific requirements of P. L. 94-142, including related services, due process procedures, and other issues. The inconsistencies have surfaced via the plan approval process and program administrative review (PAR) visits. States have reported that policies and procedures which have been approved by OSE in one year's state plan are questioned in the next year's plan. In addition, the issues raised by OSE regarding policies and procedures in the state plan are frequently different from the issues examined during the PAR visit. Finally, it has been noted that the lack of a standard policy interpretation procedure has, in some instances, given the appearance of less than a fair, open and timely process. The issue of timeliness is especially important; policy decisions must reach final resolution within a reasonable period of time.

B. Need to Respect Individual Character of States

In endeavoring to establish a policy process, the federal government must recognize that there are differences among states, and that the specific ways in which states implement P. L. 94-142 will vary. States and federal officials agree on the goal of providing a free appropriate public education of every handicapped child. Broad policy questions about implementing P. L. 94-142 should be addressed at the Federal level; the means and the methods states use to implement these policies should be determined by each state and must be allowed to be different. Education is a state responsibility and each state has established an educational system which responds to its unique needs. Differences in policies and procedures for implementing P. L. 94-142 are to be expected. Therefore, when policy interpretations are made by OSE regarding state policies and procedures, the diversity among states must be respected. In addition, the federal government cannot make policy decisions without considering and understanding the responsibilities of local education agencies. While responsibility for education rests with the state, the principal functional responsibility for the quality and content of education, in most states, has been delegated to local school boards. Just as states must respect local control and maintain state intervention at the minimum, so must the federal government be careful not to encroach on both state and local responsibilities in its implementation of P. L. 94-142. This is particularly critical in policy interpretation.

C. Types of Policy Questions

The Council is suggesting that the initial step for OSE when responding to a request for policy interpretation should be to determine the scope and nature of the specific issue. At least four types of policy issues can be recognized; the characteristics of these types follow:

1. Policy Questions of National Scope

National policy interpretations are those which relate to policies which have a similar and extensive impact upon all states; for example, most policies concerning child identification requirements. The recognizable characteristics of such national policy questions include:

--that they are broad, universal, necessary for all states;

--that the policy and the way it is applied must be the same across states.

2. Interpretations Which Apply to Specific State Situations

Situation specific policy interpretations differ from national interpretations in that they are framed in response to the particular circumstances of a state or one of its educational units. For example, the funding system in one state may be fundamentally different from the funding system in another; therefore, a response to a policy question regarding what is allowed under P. L. 94-142 might be different for each state because the funding system is different. Further, the standards set in each state's plan as approved by OSE may differ. Since each state is evaluated against the standards established in the state plan, each policy decision based on this plan will be state-specific and not of national impact. The requirements of particular state plans, legal frameworks of individual states, and other factors must all be taken into account. Such policy interpretations would apply only to a specific context.

Certain interpretations might be written to be effective for designated time periods. For example, a state might propose a three-year, good faith solution to a problem requiring extensive staff training in that state.

The critical distinction between a national policy interpretation and a situation specific policy is that the latter does not set a national precedent.

3. Policy Questions Which Must be Decided by State

Some policy questions, even if they have reached OSE through complaints, the media, or other means should be decided by the state. An example of a policy interpretation that should be left to the states to formulate would be the certification requirements for special education personnel. The characteristics by which such questions may be recognized include:

--statute and regulations charge the state with implementing the issue in question

--situation is unique to one state and interpretation by OSE would interfere with state responsibility

4. Policy Questions Which Cannot Readily be Resolved

Finally, there are policy issues or questions which OSE cannot address. This may be the case when the intent of a specific statute or regulation is ambiguous, or when the law or regulations are silent. In such cases, amendment of the statute may be recommended by OSE because there is no basis for a policy decision. This situation also arises when the law prohibits an interpretation which is desired by special education experts. For example, OSE and the states may agree that the "diagnostic-placement process" is a good educational practice, but the law explicitly prohibits such a process. The recognizable characteristics of these include:

--statute or regulations are ambiguous and therefore, prevent policy interpretations

--a specific interpretation is desired but cannot be made because regulations or law prohibit such interpretation.

D. Recommendations

Presently, OSE needs a mechanism for policy decision-making. Also needed is a system to define policy questions in terms of scope and nature. The overall procedure needs to be timely and include administrative due process steps such as informal negotiation, public debate, and impartial appeal. The Council suggests that the first step in the process be notification to all states that a policy interpretation is being considered on a specific issue. Then, OSE should decide into which of the four categories the policy decision belongs. States should be invited to participate fully in the policy interpretation process. Prompt distribution of responses to all states should be ensured. This ongoing dissemination could be in the form of updates to a standard policy manual.

The Council recommends that:

- OSE develop a process and procedures to be used for policy resolution, using the four types of situations into which issues needing interpretation must fall. The process should include a standard time line for state implementation of such policies, and administrative due process.

- A plan for policy resolution and dissemination should be in place 18 months prior to the due date of the 1983 plan.

IV. SUPERVISION OF INTERAGENCY RESPONSIBILITIES

A. SEA Supervisory Responsibilities Are Difficult to Implement

Section 612 (6) of P. L. 94-142 states:

> "The State education agency shall be responsible for assuring that the requirements of this part are carried out and that all educational programs for handicapped children within the State including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State education agency and shall meet education standards of the State educational agency."

The provision requires that programs serving handicapped children administered by other state agencies be under the supervision of the SEA, meet state educational standards, and be monitored by the SEA to insure compliance with P. L. 94-142. In addition, state agencies providing related services as specified in the IEP are to be supervised by the SEA.

The Council supports the intent of this provision, which is to ensure that the rights of handicapped children are protected by assigning the responsibility of overseeing the delivery of special education and related services as specified in the childs' individual program to one state agency. Discharging this responsibility has been difficult for SEAs because, for the most part, they have no authority in state or federal law to carry out the mandate or to meet the intent.

The vehicle which is most widely used for complying with these provisions is an interagency agreement. It is jointly developed between respective state agencies concerning state education agency standards and delineates responsibilities for each of the agencies in the delivery of services to handicapped children. The goal of interagency agreements is to provide a coordinated system of services to handicapped children among all service providers.

The major reasons for difficulty in implementing these provisions are the fragmentation of state and federal laws, inconsistent interpretation of existing law and regulations, unclear definition of single agency responsibility and the lack of incentives and shared commitment. These constraints severely affect the coordination of existing services for handicapped children and the degree of SEA control over the delivery of appropriate education and related services provided by public agencies within a state.

B. State and Federal Laws are Fragmented

The problem or conflict of fragmented state and federal legislation exists on two levels. First, some states have a statutory or constitutional prohibition against development of interagency agreements. The second level, however, concerns inconsistencies in the federal statutes governing the delivery of services to handicapped children. For example, under Medicaid, parents are required to pay a proportionate amount for services based on their income, while P. L. 94-142 mandates that a free and appropriate public education be provided at no charge to the parent. In addition, services for children are being included in the IEP which normally are the responsibility of other state agencies, as provided in the various human services laws. When these services are included in the IEP however, they ultimately become the responsibility of the SEA under P. L. 94-142. The issue is whose dollar is spent first and which agency is responsible for providing the services. Other federal laws and regulations affecting the delivery of services to handicapped children by other state agencies must be examined to determine if those laws, regulations, and policies are consistent with P. L. 94-142. If P. L. 94-142 is to be implemented effectively and the SEA is to coordinate services for handicapped children, then federal laws and regulations governing the delivery of those services cannot conflict with one another.

C. Existing Laws and Regulations are Interpreted Inconsistently

The problem of inconsistent interpretations of existing laws and regulations is related to the problem of conflicting federal statutes. The major interpretation issue, again, is in the area of related services and whether or not an SEA should, or can be responsible for the delivery of those services. For instance, the difference between medical services and educational services is not clear. The question is, are the services necessary for a child to benefit from special education? For example, one state has reported that a child having a cleft palate was unable to take advantage of speech therapy as included in his IEP until corrective surgery was performed. A OSE official informed the SEA that P. L. 94-142 funds must pay for that surgery because it was necessary for the child to benefit from special education. Chief state school officers agree that services must be provided and that the SEA should coordinate educational services for handicapped children. Experience dictates however, that SEAs cannot deliver services for which other agencies are normally responsible. The Council believes that the delivery of services to handicapped children is a state responsibility, and not the sole responsibility of the SEA. Therefore, responsibility must be assigned to agencies which have the knowledge and expertise in providing those services. Federal legislation governing other human service agencies must be expanded beyond the requirements, such as income eligibility, which limit the scope of services.

D. Other State Agencies Lack Incentives to Cooperate

Other limitations experienced by SEAs include the lack of incentives for other state agencies to enter into and honor interagency agreements. Federal dollars to those agencies continue to flow regardless of their commitment to an interagency agreement of their compliance with P. L. 94-142. Without incentives and no mandate for responsibility, there is no shared commitment by other agencies toward a coordinated system of services for handicapped children.

E. Recommendations

The delineation of interagency responsibilities is perhaps the most complex of the four areas addressed. State education agencies need continued and stronger support from the federal government in establishing and defining responsibilities among agencies providing services to handicapped children. Such support will assist SEAs in their efforts to carry out the mandates of P. L. 94-142.

Therefore, the Council recommends that:

- The Secretaries of Education and Health and Human Services sort out the responsibilities of the various Federal agencies and provide a mechanism which holds those agencies accountable for the provision and maintenance of those services for which they have normally been responsible. Federal interagency agreements among all agencies funding state level programs serving handicapped children should be developed, publicized and made clear to all states. This federal interagency agreement should be initiated and monitored by the Assistant Secretary for Special Education and Rehabilitative Services. These agreements would state that all federal funds earmarked for the education of handicapped children and related services not be released to any state agency until the SEA assures that either:

1) it has the statutory authority to supervise these programs, or,

2) a state level interagency agreement exists authorizing the SEA to supervise these programs.

For instance, if this recommendation were adopted, handicapped children in institutions under the jurisdiction of a state agency other than the SEA would recieve educational services which had been supervised and approved by the SEA. Federal funds would not be released to the institution unless the SEA were given the authority to monitor the delivery of these services.

- OSE, in cooperation with states, develop and promote model interagency agreements.

- The Secretaries of Education and Health and Human Services require the Governor's office to monitor the provision of human services as provided by other state agencies. The SEA will continue to identify and coordinate all related services; however, the monitoring of other agencies by the SEA creates dysfunctional conflicts among state agencies.

- The Secretaries of Education and Health and Human Services examine other human services legislation such as Titles IX and XX of the Social Security Act, Section 504 the Vocational Rehabilitation Act, and the medicaid legislation to determine whether those laws, regulations and policies are consistent with P. L. 94-142, and ensure that they are made to be consistent. In addition, legislation may need to be developed which would define more clearly habilitation, treatment, maintenance, etc., and which would assign specific related services, such as physical and occupational therapy, residential treatment, and mental health, to specific agencies.

V. CONCLUSION

The Council of Chief State School Officers has attempted to identify some of the P. L. 94-142 administrative problems which are common to most states. We have discovered that many of the concerns are the result of confusion or misunderstanding about the role and responsibilities of federal, state and local governments in the national effort to guarantee equal educational opportunity to handicapped children. Much of this confusion can be eliminated by the development of clear and consistent procedures for administering P. L. 94-142 at the federal level.

In each of the four broad issue areas addressed -- state plan approval process, OSE/OCR relationship to SEAs, consistency of standards and criteria to meet P. L. 94-142 requirements, and supervision of interagency responsibilities -- the Council has concentrated on recommending a uniform process to resolve problems across all states. A uniform and consistent process for administering P. L. 94-142 will ensure that differences in policy interpertations or product among states are the result of flexibility and accommodation rather than substantive alteration of goals.

We believe, however, that these problems must be resolved through whatever means necessary: administrative procedures, regulation, policy statement or legislative changes in both P. L. 94-142 and other human services and education legislation. Our enthusiasm and support for the goals of P. L. 94-142 remains strong. We have made excellent progress over the past five years in increasing the availability and improving the quality of special education services. We recognize, however, that, because the system is imperfect, much work remains to be done. Therefore, chief state school officers are eager to cooperate with the Secretary of Education in developing solutions to these P. L. 94-142 implementation problems. We are confident that the expectations of handicapped youngsters and their parents can be realized if we work together to develop efficient and effective administrative procedures at the federal level for this program.

Friday, January 30, 1981

8:00 a.m.	Registration
9:00 a.m.	General Session: Coordination and Cooperation to Improve Pre- and Inservice Personnel Preparation Presiding: Marjorie Ward, Ohio Panel Discussion: What We Need From Each Other IHE: Susan Kershman, Pennsylvania SEA: Robert Long, Connecticut IMCVH: Julie Todd, Ohio Residential School: Hugh Pace, Kansas
10:15 a.m.	Groups: Specific Needs for Cooperative Efforts at the Regional Level
11:30 a.m. -1:00	Progress Report from Groups
~~12:00 p.m.~~	Lunch
1:00 p.m.-1:30 P. Report 1:30 Pace.	Chairperson: Hugh Pace, Kansas Speaker: Joe Gilmore Cooperation for Better Data Collection and Utilization for -manpower planning -preparation programs for teachers and leadership personnel -service delivery system -securing funds for local programs -securing funds for professional development -program planning for pupils -evaluation: program and pupil -computerizing the process
2:30 p.m.	Groups: Review Results of Data Collection and Needs Assessment; Plans for Improvement, if Appropriate
4:00 p.m.	Progress Reports from Groups
5:00 p.m.	Attitude Adjustment Seminar (No host) Dinner on Your Own
7:30-9:30 p.m. Optional	SAVI Workshop - Cancelled Discussion Groups: Participants are encouraged to form groups for informal discussion of issues of mutual concern.

7:30 State Vision Consult. Main Meeting Room.

Overview

Friday, January 30, 1981

A leading development in our field in recent years has been the preparation of position papers. Three are included here: the state education consultant, the college preparation program, and the residential school. Also included in this group of papers is a conference report from a recent meeting of the personnel from instructional resource centers. These materials should be good background for the opening general session.

The map indicates the location of residential schools and of the colleges/universities with teacher education programs. These were taken from the lists provided by the American Foundation for the Blind. The map also indicated the HEW regions. We have adopted this regional system for the initial grouping. Names and locations of participants by these regions will be included in your registration folder.

When your group meets for the first time, you may wish to divide yourselves into smaller subgroups if your regional group is too large.

We also suggest that for this first day's session you review Sections A, B and C of the CSPD Handbook which your state education consultant will make available to you.

At the opening session on Thursday, we will have sign-up sheets for the optional evening discussion groups.

TEACHER PREPARATION: CONTINUITY AND CHANGE

Prepared by

Rose-Marie Swallow, Ed.D.

Today's issues often produce tomorrow's change; they help us to reconsider the past in our search for a better understanding of the present. Since education often reflects current political and sociological conditions, so is teacher preparation affected by many of these same concerns. Teacher preparation in the area of the visually handicapped also continues to change in response to present day educational needs as well as to political and other sociological influences. Even though these programs may have a changing focus or emphasis, they have never been more demanding or more goal directed. Certainly today we recognize our identity, yet are flexible enough to meet the varied needs and requirements of the field at large. Teacher preparation as always is involved in current educational issues and concerns. Nationally we are in a strong position. In the main we have defined the knowledge and skills needed by teachers to be effective, and generally we are working at developing that performance in our students.

Visually handicapped education is ahead of other areas in special education. We have already established a field consensus of program objectives and we are currently working on a field consensus of role responsibilities. Thus it becomes a relatively easy task to define the role of teacher preparation in the area of visually handicapped: to develop the required teaching skills; to understand the basic knowledge of the field; and to perform as a teacher at an acceptable level of ability. Thus the underlying issue of this paper is the ultimate usefulness and effectiveness of that teacher preparation program. In other words, for how long will the present day teacher preparation programs continue to be useful in developing personnel effectively trained to meet the demands of the field?

If we accept the position that there are two roles for teacher preparation - the "follower" and the "leader" - then how do these two factors manifest themselves? A leader is an initiator of change and not merely a reactor to change. A leader is a developer of curriculum, rather than an adaptor of instructional material. A leader specializes in specific content in addition to developing the principles of generic preparation. But a leader is flexible and responsive to the needs of the field in order to adequately develop personnel for that field. There are many times when each institution must listen to the local cares and concerns of their graduates and at the same time be cognizant of national trends and issues.

Currently teacher preparation is confronting certain issues, such as performance-based teacher education, generic programming, curriculum development and professional improvement. Let us examine how each of these may be today's issues producing tomorrow's changes in VH teacher preparation.

The first concerns performance-based teacher education. It is impractical to believe that a national set of teaching competencies in and of themselves can be responsive to all local needs and situational requirements for teachers. It is nevertheless apparent that program outcomes, their measurement and the criterion for evaluation cannot be viewed as inappropriate. But these are not, nor should they be a national criteria for measuring program effectiveness or the successful development of teaching skills. The goals and objectives are not an end in themselves, rather they serve as guidelines to becoming more effective teachers. A statement or list of mastery tasks for evaluating performances is to be viewed as a milestone in the development of teacher effectiveness - the means to an end. Since the guidelines for VH teacher education have been developed, the field is well ahead of itself. The current national goals are excellent behaviors for performance-based teacher education. Since good guidelines necessarily lack specificity, these may well serve as national standards for teacher preparation centers.

Generic programming has been a main problem for many VH teacher preparation programs. Since training programs have lost much of their specificity, they have also lessened their identity. As a general statement, university personnel often do not address the unique needs of sensorial impaired students. School districts recruiting teachers from generic programs should be quite concerned with the overall relatedness of the total teacher preparation program. Generic preparation may attempt to do too much, to be too inclusive, and also to come too early in the normal learning sequence for teachers. However, this does not negate the need for much of this general knowledge and skills. But in addition VH education has content designed to meet the unique needs of the school-aged student. This body of knowledge requires development along with the generic preparation.

The educational needs of blind and partially seeing children demand more than generically trained teachers. VH teachers are more than promoters of general education. VH teachers do need background, experience and certification in regular education. But in addition they must be highly specialized to meet the unique needs of visually handicapped learners. Our current group of visually handicapped students suggests more specialization required by our teachers, not less. VH teachers must be competently prepared to teach the specialized curricula to children of varying ages across the full spectrum of abilities and skills.

Curriculum development is the third trend to be discussed. As teacher training centers react to local needs and national standards the curriculum goals and standards will change. Since curriculum change may involve some of the unknown and unproven, concerned fears may arise in the fact of this chance. Teacher preparation must respond both thoughtfully and courageously. For sure, most change is essential multidirectional energy: to the field and from the field. Since the teacher preparation center and the field at large both have the best interest of the visually handicapped population shared between them, then both have the need to communicate effectively with each other. This teamed concerned response to needs of teachers and university curricula will manifest itself in supportive energies for change. Both the institution and the field need each other in order to fulfill their own expectations. Both have vested interests in each other. They are truly working partners in the education of visually handicapped children and youth. University VH curricula rises from this vested interest.

But ultimately the final responsibility for learning rests with the novice university students. They have freely chosen this area of study. At that point in time, it became their duty to diligently pursue their career choice, their self-destiny. Unless the university student is actively involved in the learning activities of the teacher preparation program and committed to the cause, learning does not take place. Much commitment and sacrifice are involved.

The fourth and final issue is professional improvement. Because of recent technological and curriculum innovations there is a need for continued professional development. There are additional curriculum changes through the use of various reading and writing machines or talking devices. The variety of curriculum adaptations available to teachers along with the special skills needed by the learner are affected by technological advancements. The amount and kind of educational aids and mobility devices is ever increasing. Each student trainee needs to be familiar with the workings and operations of numerous aids and devices and in addition be able to teach to the needs of each learner.

Teaching skills in many areas often become outdated or more frequently need updating. Teacher preparation programs need to demonstrate their leadership ability in designing unique and useful models for professional improvement. Because of the national VH teacher shortage we must explore various models of teacher preparation. We must bring programs to where they are needed. We must try new and creative approaches to meeting low incidence teacher needs.

Since the overall child population needs have changed over the last decade, experienced teachers must expand their concepts of visually handicapped children, but in addition they need to demonstrate an ability to teach the child functioning at lower or preschool levels, or the child with additional learning and/or handicapping conditions. Many teachers naively state - "I'm not going to be teaching a child like that!" Whether they want to or not cannot be the concern of the teacher preparation program. In many institutions, all the preservice students have practica with developmentally handicapped, preschool or multi-handicapped children. Other institutions may specialize with other types of children or with specialized training needs. The training model should be understood before a candidate is hired by the school district.

Needless to state, teacher preparation program responsibilities are going forward. On-going training has become essential to continued success in teaching. For the immediate future, it is envisioned that there is a continuing need to develop long-range planning in the following areas:

1. National standards from one training institution to another is in need of future clarification;
2. Teacher education centers located for special summer training sessions with exchanges of competent staff;
3. Increased curriculum development by recognized professionals in the field;
4. Continued emphasis of curriculum skills development for the visually handicapped;
5. Learning packets distributed to inservice and preservice training sites;
6. Training modules developed for short-term training in a specific skill area;
7. Additional skills training in utilized technology in the classroom;
8. Research applied to innovative programs and curriculum.

These are indeed changing times, but the field is healthy with a well defined body of knowledge. VH curriculum is essentially alive and vibrant. Hopefully, teacher preparation is contributing to a sounder educational climate in which children are learning. As the traditional patterns of involvement which have characterized teacher education programs continue, the field is coming to a consensus in not only structure, but also in nationally stated standards with defined role responsibilities. Teacher preparation will continue that which is useful and change that which is obsolete.

This then is what is meant by "teacher preparation: continuity and change." Today's issues hopefully will produce tomorrow's changes in the preparation of teachers who are, and will be, directing the learning experiences of all visually handicapped children and youth.

POSITION PAPER

THE ROLE AND RESPONSIBILITY OF THE STATE EDUCATION CONSULTANT FOR THE VISUALLY HANDICAPPED

Adopted by the
State Education Consultants for the Visually Handicapped

June 25, 1980

In order that visually handicapped children and youth may be assured of receiving a free, appropriate, public education of consistently high quality, state departments of education must maintain at least one full-time consultant specifically trained and experienced in education of the visually handicapped and assigned responsibility for educational programming for visually handicapped children and youth.

Since the 1940's there have been persons in state departments of education with a title similar to "state education consultant for the visually handicapped." From the beginning, these persons were primary advocates to insure appropriate acceptance of the visually handicapped child into the regular education program. Later in the 1960's, they expanded their activities to include conducting inservice training programs and setting up specialized materials centers. Throughout the three decades, state consultants were instrumental in the development and coordination of volunteer services to produce textbooks and other specialized educational materials. During the 1970's, state special education laws and federal legislation, particularly Public Law 94-142, The Education of All Handicapped Children Act, brought new challenges, increased demands, and major changes in the role and responsibility of the state education consultant for the visually handicapped.

Presently, the necessity for continuation of a strong coordination and support role within state departments of education specifically for programs and services to visually handicapped children and youth is a low priority for many state education leaders. The need for these state consultants' specialized skills is frequently unrecognized in spite of their long and successful history of encouraging the integration of visually handicapped students into regular education programs. In addition, services for the visually handicapped must often compete with higher incidence handicapped populations and previously unserved populations for representation and funds.

Public Law 94-142 and Section 504 of Public Law 94-112 have had a tremendous impact on the role and responsibilities of leadership personnel in all special education categorical areas. In most states, the implementation of these laws has demanded changes in function for state department personnel. They are shifting from responsibility for particular program areas such as vision to monitoring compliance with state and federal regulations. However, if the quality of programs for visually handicapped students at the local level is not to be eroded, concerned professionals must define roles and responsibilities that are essential to the effective functioning of state education consultants for the visually handicapped so that creative leadership may be provided to the local school districts. To assure the free, appropriate, public education for all visually handicapped students, state education consultants for the visually handicapped children and youth are necessary to:

-Serve as advocates for the formation and implementation of appropriate laws, regulations, and program standards affecting the educational well-being of all visually handicapped students;

-Provide leadership to teachers in local and regional education programs and to function as advocates for them with local administrators;

-Provide an on-going program of local administrative professional development in order to raise the level of technical expertise for those local supervisors responsible for making important daily programmatic decisions;

-Serve as catalysts for the development of teacher-designed inservice opportunities;

-Serve as consultants to local school district personnel as they conduct appropriately designed program evaluation and improvement practices;

-Design and administer systematic child search plans which will effectively identify students needing specialized educational services related to visual handicaps;

-Act as analysts of census data in order to recommend and enforce the establishment of a continuum of appropriate program models to serve all identified students, regardless of the students' educational level or geographic location;

-Assure that adequate federal, state, and local funding programs are provided to support state-wide special education delivery systems;

-Serve as advocates for the development and maintenance of comprehensive delivery systems for specialized educational materials and equipment to support visually handicapped students in the least restrictive settings;

-Assure that appropriate related services are provided as necessary within the special education delivery systems;

-Design and administer public communication systems which will clearly describe all programs and services potentially necessary for visually handicapped students to receive a free, appropriate, public education;

-Serve to foster interagency, intra-agency, and medical community cooperation to insure the smooth provision of other necessary social, vocational, rehabilitation, medical, and welfare services to visually handicapped students in concert with the total educational system;

-Serve as information channels to the U. S. Education Department, Office of Special Education and Rehabilitation Services in the long range development of appropriate programs, services, and technology;

- Advise teacher-training institutions of evolving competencies needed for teachers of the visually handicapped; and

- Maintain regular communication with national professional organizations and consumer groups in insure uniformity of service delivery patterns and to keep abreast of the latest policy, curricular, technological and program developments.

To perform these tasks, and to function adequately as leaders, state education consultants for the visually handicapped must have a background of knowledge and understanding about the special educational needs of visually handicapped students and must possess skill in administration and consultation. The following competencies are considered to be essential:

- Ability to design and implement an appropriate special education service delivery system for all visually handicapped students;

- Ability to supervise, advocate for, coordinate, and support teachers who work with visually handicapped students at the local and regional levels;

- Skill to assess, determine priorities, and manage time and resources;

- Ability to secure funds and manage fiscal matters;

- Ability to utilize skills of a change agent to establish appropriate service delivery systems;

- Ability to plan and implement on-going staff development;

- Ability to work effectively with other professionals such as local and state education officials, instructional materials center personnel, legislators, college/university personnel, parents, community volunteers, etc.;

- Ability to engage in meaningful problem solving;

- Skill in analyzing and utilizing the political communications systems;

- Ability to serve in an advocacy role;

- Ability to apply research skills to the solution of educational problems;

- Ability to select and manage appropriate evaluation procedures for handicapped students and programs; and

- Skill in facilitation and consultation.

With these competencies, a state education consultant can serve in an advocacy role to assure that visually handicapped children and youth are adequately represented at state and national levels. To do so effectively, however, requires the primary foci and priorities of the state education consultant for visually handicapped be to assure that appropriate special education delivery systems for the visually handicapped exist and to provide support critically necessary for teachers and administrators at the local and regional levels.

The Future Role of Residential Schools for the Blind

Susan Jay Spungin, Ed.D.
Editor

Meeting Held at the American Foundation for the Blind

February, 1979

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The Future of Residential Schools for the Visually Handicapped

Introduction

In recent years a great deal of attention has been given to the term "Mainstreaming" with regard to handicapped children. This has generated both confusion and anxiety among those responsible for programming for handicapped students, although the visually handicapped students have been integrated for over 50 years, since the passage of Public Law 94-142, there seems to be concern among the professionals in the education of the visually handicapped. This has been voiced at national meetings, regional conferences and informal conversations. Public Law 94-142 requires that a child be placed, according to an Individualized Education Program (IEP) in the least restrictive environment.

Least restrictive environment does not refer to physical bounderies of an educational setting; it refers to the milieu where a child will be least restricted in attaining his potential for educational growth.

The Law does not mandate that the child be educated in any one specific service delivery model. The law does require that there be a continuum of alternative placements available that insure that the child has available an educational program commensurate with his needs.

What the law suggests is that professionals and parents, after evaluating individual needs tailor a program to fit the child rather than tailor the child to fit the program available. In fact there is no requirement in the law which precludes the child from pursuing an education in a variety of settings and for varying periods of time, if consistent with individual needs. This, then, suggests that professionals in all settings must work together to afford individual children the best possible education and related services no matter what the source. The practice of agencies sharing the responsibility for educational programming is not new to some states and is beginning to occur in others. Patterns for educational programs for visually handicapped youngsters have emerged state by state. These patterns have emerged as the result of state law, available funds, demography, geography, philosophical persuasion and "booms" or sporadic increases in the population to be served.

Most states have at least the beginnings of a continuum of alternative placements and services to children. To be consonant with the requirements of PL 94-142, each state must develop a range of services and delivery systems that will accommodate children's individual needs based on an IEP in the least restrictive environment. Joint educational planning by service providers is essential to assure the least restrictive environment requirements. Service providers must identify strengths, and develop a plan for remediating weaknesses in that continuum of alternative services.

Present and Future Administrative Considerations

Administrative Options

Residential Schools are located administratively in a variety of places, depending on the state involved. Examples of administrative locations are: Department of Welfare, State Education Agencies, Board of Regents (Higher Education), Children's Services, Human Resources, and Private Corporations, etc. Irrespective of where administration for the Residential School is located, there is the responsibility to that agency to develop a cooperative relation with the local education agency and the State Department of Education. This is required by law and certainly, by reason of the mission of the Residential School. It would appear that the most benefit to Residential Schools would occur, should the administrative location of that agency be within the State's education structure or plan. If this is not a viable option, every attempt should be made to assure easy access both to and through the Department within the State's structure that umbrellas educational services. In the case of private schools, assurances of involvement with the local educational agency should be included in the State's

Special Education Plan.

Regarding transfer of funds, there are some States which do have charge-back arrangements, where local educational agencies are required to pay for services provided in Residential Schools. The efficacy of this practice has mixed reviews. However, there must be strong support for the fact that dollars should follow the child, in order to provide for appropriate service.

It is important that the Residential School be within an administrative structure that strongly supports its role within a continuum of special educational services. There was some thought that the Residential School could be treated as a local educational agency should it fall under the State Education Agency. The benefit of this practice, would assure equal access to support for program development and continuation.

Sending students to programs out of state, in order to provide for their special needs may not be financially feasible. The Residential Schools must prepare themselves to provide comprehensive services to severely multiply impaired children who require residential treatment within the state. This is a viable and important role for Residential Schools.

Residential Schools, wherever they are located, must develop strong field services that relate to the continuum within that state or region. The economic impact of these services will vary by location, as will resources for developing those services. The emphasis must be upon getting services to the child, and only when necessary getting the child to the services.

Due to economy measures being taken in most states, there will be somewhat less flexibility in providing services not strictly under the mission of the Residential School (i.e., serving children from out of state, providing additional services without charge, etc.). Residential Schools must accept the fact of fiscal accountability and credibility within their particular financial systems. In addition to the traditional fiscal accountability, residential schools must accept the further fact of program accountability and internal and external program monitoring at regular intervals. Schools are strongly urged to establish program priorities and administer those programs relative to those priorities.

Residential Schools and Program Models

It is obvious in some cases the Residential School may be the least restrictive environment, and it should be available as an option, depending upon the needs of individual students. Regional differences in program development would necessarily affect the nature of the program provided by the Residential

School. These considerations would be spelled out in detail by any IEP. Ideally then, children would be afforded educational opportunity according to individual need, including movement between programs, perhaps several times, as the need demands. The delivery system must meet the requirements of the continuum of educational services. The particular model the system takes will be dependent upon the situation in the region.

The role and function of the Residential School necessarily varies from location to location, in terms of existing services, geographic needs, number of students to be served, need for program development on a state-wide basis, general economic factors, resources in the area, and demographic considerations. It would appear appropriate to describe a number of alternative delivery systems which meet the needs of a particular region in question. It is incumbent upon the Residential School to maintain a flexible dynamic system that is responsive to the needs of the region served and to children with divergent requirements at any given time. New combinations of services will necessarily evolve as the result of the impact of the delivery system in process. The key is the dynamic and changing role, within reason, that supports the needs of children. Each of the following models should be written into the state plan mandated under PL 94-142.

Model A:

Major services emanate from the Residential School. Direct services to students are provided at the Residential School. Additional support services, such as materials and resources for students in day school programs, come from the Residential School. In some cases, teachers are employed by the Residential School, who serve in local programs to provide, as well as, develop new services. This plan has been necessary, due to the need to develop services in a largely rural state which as yet has not developed services in Public Schools.

Model B:

No Residential School is maintained in a state. However, an array of services are available to residents including several types of residential programs in the geographic region or area. Strong emphasis is placed upon public school programs for the visually handicapped. A variety of support services are procured for the child, including tutors. The State Commission serves as an umbrella agency and provides, or procures any needed service for visually handicapped persons. It should be clear in the state plan what relationships exist betwwen the SEA and the State Commission for the Blind.

Model C:

A student will attend public school programs while residing ar a the Residential School. Likewise, children in the nearby local education agency may attend the Residential School for part, or all of the day, depending upon special educational needs and the service available in the school system in which he lives.

Model D:

The Residential School provides full-range of services. The State Education Agency also provides a full-range of services. Two parallel systems exist, with the major difference being residential, or day school programming.

Model E:

Residential Schools serve children with special eductional needs and/or, multi-handicaps, with the majority of the single handicapped children served by the local education agency. The Residential School also provides some state-wide support services, such as materials, diagnostic and assessment services, textbook repository, consultation to LEA's, etc.

Model F:

A Residential School that serves only multi-handicapped children will result only, if there is a strong expertise in that area. The School serves as a regional school for multi-handicapped visually handicapped children and accepts students from more than one state. There should be a close relationship with the sending agency and the Residential School for the Multi-Handicapped Visually Handicapped Child. Related services and activities for the multi-handicapped, such as research, evaluation and plans for life will be an integral part of the program.

None of the above Models may describe any given situation for differences or a reflection of regional variables. There may also be other combinations of services which produce further Models not here described.

Characteristics of the Population

Currently, most Residential Schools focus services on schoolage children, from 5 to 21 years of age. However, others are serving a broader spectrum. In the future schools should make available services to children from birth to 21. It is recognized that Residential Schools will have to operate within the laws of their particular state, relative to ages of children mandated for services.

Current practice indicates a variance among Residential Schools relative to the degree of visual loss necessary before an individual student is eligible for services. To be served in some states, students must be defined as, "legally blind". In others students with various levels of visual impairment are considered for services. In the future, schools should provide services to individuals who have a visual deficit to the extent that special education services are necessary to compensate for or remediate the deficit. This may include both those who have a single impairment of a visual deficit, as well as those who are multi-handicapped. The type of service delivered to the various groups will depend, to a large extent, on the needs and other services available in a particular state, or geographic region.

Physical Characteristics

All Residential Schools must be in compliance with the Rehabilitation Act, Section 504 specifically as it relates to architectural barriers and program accessibility. Some means of flexibility must be built into programs due to the changing needs of their population. To make it financially accountable, care should be taken to fully utilize the physical plant. Program expansion of one kind or another, depending upon individual situations and characteristics of the student population should be employed. Deemphasis on institutionalization in construction of new buildings should be considered, with emphasis on living space more closely approximating community living arrangements. The physical plant must be viewed as an extension of the community. The Residential School must be continually alert to opportunities for integrating its student population as much as feasible into the Surrounding community. In addition, they should be aware of "the image" of their physical plant within the community. Any future building must be responsive to the needs of all the population served. The specialized architectural aspects, necessary for a particular group of students should be seriously considered. At the present time, physical plants may not meet the desired standards. However innovation in program must not cease.

The multi-handicapped population will have very different space needs and larger areas of space may be needed, wherein the past a larger number of visually handicapped students could be contained in the same amount of space. Distance between buildings is a factor for these children. The behavior of the children may require not only more, but different space requirements.

We must always seek ways to get students integrated into the community, breaking down the barriers of many public school programs because of the strong emphasis on the least restrictive environment. Any new construction should be focused on the emphasis of integration, rather than the Residential School as a program of isolation. The residential school should seek opportunities to make the physical plant available for community activities in the effort to integrate with the community.

Dual or Multi-Handicapped Schools

It is desirable to maintain a degree of separation between those who are severely impaired, and those students whose integration into society will be more easily accomplished. If the school chooses in the future to enroll basically the multi-handicapped, it will be difficult to maintain expertise, necessary to serve both the singly handicapped and the multi-handicapped student. That, being the case, the development of a research evaluation as well as other diagnostic services should be the responsibility of the local education agencies, with support from local clinics, hospitals, and other professionals and the Residential Schools. However, a full-range of services both diagnostic as well as programmatic and supportive services must be developed in the area of the multi-handicapped. The singly handicapped child should receive his education in the least restrictive educational alternative in the local community. If a program does not exist locally the Residential School should be with others an advocate for developing these services. If a child has to be away from home, a group home, or foster home, might be less restrictive than the Residential School.

If services to multi-handicapped are of excellent quality, many visually handicapped children now in the State Institutions for the Retarded would benefit by all being transferred to the Residential School. This would raise the quality of services to that population, as well as serve as a factor in deinstitutionalization. Often, blind persons in other human services programs are passed by because they are blind. This certainly is the case in the trend toward group home placement as an alternative to residence in a State Institution.

Accreditation

Accreditation is available from a variety of sources, including but not limited to State Education Agencies, applying State Standards, Regional Accreditation, Associations of Schools and Colleges and the National Accreditation Council of Agencies Serving the Visually Handicapped (NAC). Each program should determine which form, or forms, of accreditation offers the greatest opportunity for developing and maintaining quality services, and aggressively seek such accreditation. Some regular and formal evaluation will aid the school in meeting its mission.

Accreditation for Residential Schools should be primarily for the purpose of assuring recipients service in a given setting is equal to, or greater than that being offered elsewhere within the service area to which the student might otherwise be assigned , or transferred.

Teacher Certification

Residential Schools have requirements that are applicable to teachers of the visually handicapped. They range from AEVH Standards to full categorical certification. There are some states have only a generic special education certification, and conceivably, a teacher trained in mental retardation or learning disabilities, could meet a state's standards for teaching the visually handicapped. Residential schools should take whatever proactive steps, necessary to insure that teachers working with the visually handicapped are properly trained to provide quality services and be sensitive that the multiply handicapped population are often best served by teachers with with background in work with the severe and profound mentally retarded population. These steps would include, but not be limited to (1) ongoing in-service throughout the schoolyear; (2) incentive programs to encourage retraining of teachers to meet the needs of the changing population; (3) working with universities to develop training programs.

Included in in-service programs should be teachers, houseparents, aides, support personnel and others, that may have an impact upon the needs of the individual child. Present staffing patterns may not necessarily be good ones, relative to the needs of the multi-handicapped. A combination of rehabilitation, medical or an educational model, might be considered. Different teacher training models might be necessary in a variety of circumstances.

Transportation

Generally, the transportation needs involved in getting students back and forth to school at the beginning and close of the schoolyear have been met by the parents. This is also true at Thanksgiving, Christmas, or other vacation periods, when the school program is not in operation. However, some local school systems provide transportation to residential school students even though they are not being required to meet the educational needs of their students locally. In some states students go home every weekend at public expense. In other situations, money has been provided within the Residential School budget to provide transportation. This discussion of transportation does not include the need to transport students to and from field trips and clinical appointments during the schoolyear.

When it is necessary for a child to be educated in an environment removed from what is covered by the local schooldistrict's transportation plan, or when the physical nature of the child requires that vehicles be altered to accommodate the child, appropriate services and appropriate vehicles should be provided by the local education agency. Transportation should be available as many times as it is deemed necessary to meet the individual needs of the student. According to Public Law 94-142, transportation must be provided at no cost to the student's parents and should be written into the IEP.

Present and Future Programmatic Considerations

Diagnosis and Assessment

In several Residential Schools providing all diagnostic assessment service for visually impaired children attending local schools has become a firm practice. This is a viable service role for the Residential School in the future, if a cooperative service effort between the LEA and the Residential School is developed.

This service should include but not be limited to the following: psychological evaluation, educational assessment, vocational evaluation, low vision aid evaluation, physical occupational and other therapy evaluations, orientation and mobility evaluation, and various forms of consultative service. This service can be provided either onor off campus, with both options available to the responsible local educational agencies. At all times the testing program must meet the requirements of PL 94-142 as it relates to non-discriminatory testing instruments.

Curriculum Development

Curriculum Development activities which incorporate school philosophy are a responsibility for every school.

There have been many efforts to modify existing curricula for visually handicapped children. More recently efforts have been made to develop curriculum based upon the specific needs of visually handicapped child. Curriculum efforts should be program-wide, and insure materials and skills commensurate with the abilities of the visually handicapped and multi-handicapped population. These efforts are sparse in programs for the multi-handicapped. There are many residential Schools which have developed at their schools resource guides which focus upon specific areas. These do not generally tend to be comprehensive, and it is not often that they're are in use throughtout any given program. It is recommended that curriculum must reflect all activities within the school's academic and vocational program as well as in ancillary services which extend beyond the normal school day.

In order that curriculum thrive it will be necessary that professionals and paraprofessionals become aware of such skills as behavior management, self-help skills, recreation and activities of daily living for visually handicapped and multi-handicapped children. There are a number of good curricula which should be shared by agencies serving children with similar needs. There should be regional curriculum consortia perhaps on one school campus, which may assist in curriculum development. Summer Institutes and Workshops may be required to assure the development of innovative curriculum such as developing a data bank of behavior objectives in all areas of learning. There must be periodic opportunities to evaluate curricula and make needed corrections, deletions or additions. Regional curricula consortia housed on the campus of a Residential School might provide such opportunities.

Preschool Service Center

Experience and research strongly support the value of early identification and intervention in the short and long-term development of the visually handicapped child. Preschool services come under the responsibility of a variety of agencies and are of varying quality from state to state. Where there is an unmet service component, it appears logical that the Residential School, due to its comparative concentration of expertise and relative sophistication should serve as a preschool research/service center to the child and his parents in the home setting. Services could include but not be limited to the support to the LEA's for the following: child find, a registry of children with visual impairment, resource persons to assist local educational agencies in preschool program development, individual parent counseling where necessary, parent training, and developmental assessment. This service is not to be misconstrued as recruitment of potential students, but rather as a support system, which would lead to eventual appropriate placement of visually handicapped children, based upon their particular educational developmental needs.

Activities of Daily Living

Current practice in most Residential Schools provides for instruction in Activities of Daily Living (ADL). This is provided in both a formal and an informal way, in classroom and non-classroom settings, and in defined curriculum patterns as well as in an incidental manner. Instruction areas include, Orientation and Mobility, Personal Care Skills, and all Personal Management Tasks, leading to independent adult living. It is an essential that the Residential School provide a fully integrated, systematized, disciplined instructional program in all aspects of Daily Living Skills, and that the instruction be under the guidance of a thoroughly trained instructor. Full competency activities of daily living is a requisite for an independent, self-sustaining visually impaired adult.

It is extremely important that Daily Living Skills be taught in realistic situations, as they pertain to the skill being taught (e.g., bed making in the morning, when the children arise, use of food utensils during the meals.)

Recreation and Leisure Time:

Current practice in Residential Schools is to provide some degree of directed recreation and leisure activities for all children. This includes various active and passive activities in a wide variety of settings both on and off campus. In some schools this program is provided by a special group or staff. In others it is the responsibility of a staff member whose main effort is devoted to another area of the school's program.

In the future the Residential School should provide each student with a wide continuum of recreation experiences and instruction geared toward lifetime activities and leisure skills. There are an extremely large number of both active and passive types of recreation in which visually impaired children and youth can and should be involved. Thenumber and type are limited only by the imagination and skill of the staff providing the leadership and instruction and in the interests of the students. Recreation activities can best be provided by those whose specialty and sole responsibility lie within this area as opposed to being another incidental task assigned to non-trained staff.

For some children, voluntary participation on their part will best serve their interest whereas, others, including the multi-handicapped child, may profit from in a non-voluntary participation program. Emphasis of the Recreation Program should be on activities in which the child can and will participate with his family and peers and as an adult. These activities should be provided for in a wide variety of locales both on and off campus.

Career Education

The Residential School has had as one of its goals the preparation of students for as full a participation in adult life as possible. For most students, this has included preparation for a vocation. Students have been prepared for entrance into college or various types of training programs, while other students have been prepared for work in non-competitive employment. This role of the Residential School will have to be continued for those students for whom it is appropriate. For most students, vocational education will have to begin at an early age and throughout the child's development be part of the curriculum. Such a curriculum should include work experience in sheltered and competitive settings away from the school's campus when appropriate and should always provide opportunities for training, varying from those who need simple day activities to those who can function in highly skilled occupations. Many children will need highly structured sheltered living throughout their lives.

Career Education has not always had the needed emphasis in many settings. To be successful, it must be initiated at the primary level and continued throughout the schoolyeara. Program structure should be appropriate to the geographical/political setting and to needs of the individuals enrolled. There is a need to expand Vocational Rehabilitation relationships with Special Education, especially as it relates to the visually handicapped child in the Residential School. If possible, a Vocational Rehabilitation person should be available on campus to all visually handicapped children eligible for such service as deemed necessary to meet their individual needs. For some 40 years vocational rehabilitation services have had the responsibility of providing guidance and counseling and other services to adolescent blind youth. In the past, a model has developed in some states whereby a counselor from Vocational Rehabilitation and perhaps other staff, such as a Vocational Evaluator, have been stationed on the Residential School campus. In other states, some effort is made to stimulate a relationship between the counselor and the student. still in the middle years in school. In other states, the student and counselor may not meet, until the spring before education terminates. In rare cases, the contact may not occur until after high school graduation or training termination.

In the future, Vocational Rehabilitation Personnel must become actively involved very early in the education and training and planning process with all children, especially the multi-handicapped. Other appropriate persons must also be involved, in order to more appropriately plan with and for the student in meeting his career goals. As more youngsters are diagnosed as severely multi-handicapped, plans for the future must begin to evolve, in order to adequately reach this group as they become adults.

Medical Services

In the past, traditional medical services generally have been provided to the Residential School population. Basically, this was a systematic study and review of the systems within the body. Prescriptions or therapies were then provided to remediate or put these systems in order, when permanent defects were not the diagnosed problem. Services were provided by having an on-staff physician, an itinerant doctor, coming to the campus or transporting the student to the physician, clinic, or hospital. More recently, therapy has been provided consistent with the diagnosis.

The role of the parent is fundamental to the delivery of quality medical service and adequate avenues of communication with parents regarding medical issues must be maintained. The importance of the classroom teacher's involvement in the medical aspects of the student is obvious. The future medical model requires a review of all the areas in which students function, part of which is the traditional review of various systems. These areas of functioning are biological, social, emotional, educational, vocational and avocational. This review of areas(ROA) approach, as opposed to review of systems (ROS) approach, puts the child together rather than pulling him apart. It demands a concentration on interrelating the medical needs and the emotional needs, and the social and vocational needs, the biological and physiological needs and the educational needs. In summary, it allows the tearing apart or the dissecting of the child in terms of areas only for the purposes of determining ability in each area and maximizing his or her potential. The medical needs will be met by a medical team working with the educational team. In some situations, the traditional educational model may give way to a more medical-oriented model, if the medical needs become the dominant factor in determining the type of service needed by the individual student.

The physical therapist, dentist, occupational therapist, musical thereapist, psychiatrist, counselor and all others providing therapy services will be commonly accepted and their services made readily available in the full service resource dedicated to the development of the full human potential for the population that a school determines its mission to serve. The school should make the earliest initial contact with a new resident student and insure a plan to provide a complete assessment and appropriate follow-up medical service.

Professional Development

The Residential School can provide a unique opportunity for professionals and paraprofessionals in training to experience and interact with a variety of programs and levels of students. There must remain a strong commitment to work with and assist the teacher training institutions in providing these opportunities. It is recognized that the first responsibility of the program is to the visually handicapped student, and that there may be various barriers to the extent to which this involvement with teacher training can be implemented, but the commitment must prevail insofar aspossible.

There must also be a commitment to the local educational agency to provide the expertise in terms of specific problems which might arise in a district where visually handicapped children are being served. Every attempt must be made to work with the local educational agency, so that they can appropriately support the visually handicapped student in all phases of the curriculum that is part of his educational plan.

The 12 -Month Program

When serving the severely multi-handicapped child, the old schoolyear model is no longer adequate. A 12-monty, seven-day week program is necessary with professional staff on duty all the students'waking hours. It is to be expected that a number of students will be wards of a state and have no place to go if the school closes for any length of time. Also severely involved students regress, if they are away from the program for long periods. A multi-handicapped, who is an "acting out" student can literally "tear the home apart" if at home for too long a time. If a child has to go to Residential School, it should be assumed that he or she needs a therapeutic program all the waking hours. That being the case, there is a need for programming by a supervisory person 24 hours a day. Night-time needs may require very little supervision. However, a person must be awake on each floor unit during sleeping hours. It is necessary that more than one shift of professional persons be available and required for 8 a.m. to 8 p.m., with less intensive supervision during the hours of sleep.

Summer School Programs

Past history reveals that one of the purposes of the Summer Program, at some Residential Schools, was to provide a concentrated offering in one or more basic skills to blind children who, for the preceding schoolyear or years were not necessarily enrolled in the Residential School Program. Notable among the offerings were: braille, mathematics, daily living skills, and mobility. More often than not, the offering was necessary to allow the student to close a gap between self and a peer group.

This may need to continue in the future and be supplemented by offering programs which include the student who cannot grasp in the 180-day schoolyear, that which is necessary, or the one who cannot maintain the achieved level because of a 90-day summer break between the beginning and ending of school.

The Summer Program offering can also provide an opportunity for exploration of an area of interest that, because of time constraints, have not been reasonable during a 9-month School Program. This might include such subjects as a foreign language, philosophy, pursuit of an avocational interest such as music appreciation, or leisure skills.

Continued Education for the Adult Blind

Because the physical plant is a part of the community, the Residential School should be involved in community activities that may or may not include the Residential School population or personnel. Although the integration of the handicapped should be encouraged, the Residential School should be available for organizational advocacy conferences, and support services that will assist the handicapped person to become an active participant in the community. The Residential School staff, should participate either on or off campus in the educational activities that provide a continuum of educational opportunities as adults.

Where the Living Skills Instruction is not readily available to the newly blind, or the adult blind, the expertise of the Residential School staff and the campus facilities should be extended for short courses. The Residential School should be alert to the needs of blind adults, and where training will alleviate the problem, assist Vocational Rehabilitation Services and provide specific training. Such training should be of a short-term nature and provided only when it is not available elsewhere in the community.

The use of the Residential School in this manner is compatible with the notion that the Residential School may need to develop into a full Resource Center for students.

Respite Care:

If at all possible a child should be living at home and go to the local school. However, this may place a great burden on the parents. The greater the burden, the more the child is handicapped.

If a home is to carry out this responsibility, there is a need for supportive services; one of them being Respite Care. This can be defined as a way to take care of the handicapped child, when necessary without assuming the role as a "baby sitter," or responding to parental demands to take away the inconvenience of having a special child at home. The Residential School should have the capacity to take in students on week-ends, single days, or longer periods of time, which may call for additional staff. For some a specified system would have to be developed in order to make these services available. One should always keep in mind that the school should avoid allowing parents to leave the child as well as the over-all responsibility of the child at the doorstep of the Residential School. Respite Care can best be offered for the purpose of maintaining a multi-handicapped child, within his home and community. Severely and profoundly multi-handicapped children may be tremendous burdens for their parents. If periodic intervals of short-duration are required in order for a multi-handicapped child to remain at home, the Residential School should assume this responsibility.

Research Center:

It is of particular importance to note that research, in the field of education for the visually handicapped, is not in abundance, and may be of questionable quality and applicability. It is therefore incumbent upon the field to encourage and support research efforts, whether they emanate from within the Residential School, an university, or through a local education agency. It is recognized that there may be unusually high demands upon the Residential School to serve as the research site, due to the concentration of students. Some internal control should be initiated to assure research efforts do not take an undue amount of time or detract from individual student's needs. All rights to privacy and confidentiality, as provided for by law, must be observed.

It is extremely important for the Residential School to assure that applications of research findings are put into practice in timely and appropriate situations. It is also the responsibility of the Residential School to suggest topics for research which will have direct application for programming for the varied student populations served both in and out Residential School setting. Further, the Residential School should provide staff with impetus and support to conduct research not in addition to the regular duties, but as an important and vital part of the Program.

Economic Impact of Federal Funding

Title I (89-313 Funds) have provided the opportunity for many Residential Schools to expand services and experiment with innovative program components. The declining enrollment of Residential Schools has affected the level of funding from this source, as it is now distributed on a per capita basis. The new source of funding, Public Law 94-142, has not been extended to Residential Schools at this time, due to where and how Residential Schools are located within the State's Administration. Residential Schools should not be totally dependent upon Federal Funds, in order to provide an appropriate level of educational service to their students. However, some exploration should be undertaken, perhaps at the Federal level, in order to assure that Residential are not deprived of access to federal dollars for program development. There should be some assurance that resources will be made available to Residential Schools, in order to maintain and extend services to the students served there to the same degree that students are supported in public school programs.

Residential Schools for the blind must take a long look as to their future role and function in light of PL 94-142. It is time to stop watching the changing roles of residential schools for the blind develop from politically motivating factors often questioning their existance. Instead Residential Schools must be viewed as an enormous force that can help insure the development of quality education throughout their respective states or regions in concert with PL 94-142.

Now more than ever before Residential Schools if supported and used appropriately can be the visually handicapped child's and his parents' greatest ally in insuring an appropriate education in the least restricted environment.

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INSTRUCTIONAL RESOURCE CENTERS:
A RESOURCE DELIVERY SYSTEM
FOR VISUALLY HANDICAPPED STUDENTS

A CONFERENCE REPORT

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OVERVIEW

Instructional Resource Centers for the Visually Handicapped offer State Departments of Education, Divisions of Special Education, a delivery system which allows for the:

- effective administration of Federal Quota Funds
- delivery of existing resources to visually handicapped students within the state (and where interstate cooperation exists, to other states)
- recirculation of specialized materials resulting in the efficient use of materials and monies
- delivery of inservice to parents and educators
- dissemination of appropriate information resulting in the increased use of existing resources

The report that follows details two meetings held to examine the responsibilities listed above. Specific strategies are named which will lead to the effective delivery of resources to visually handicapped students in a timely manner and in the appropriate mode (large print, braille, tape, and other specialized materials).

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CONFERENCE REPORT

A group of twenty-three (23) persons met at the Annual American Printing House Meeting in Louisville, Kentucky, to examine the delivery of resources to visually handicapped students. The October 13, 1980, meeting was a preliminary activity designed to generate ideas and discussion topics for an Instructional Resource Center Steering Committee Conference held October 15-16, 1980, in Columbus, Ohio.

PURPOSE

The purposes of the October 13th meeting and the October 15-16th conference were to:

- identify the goal of Instructional Resource Centers for the Visually Handicapped (IRC).
- develop activities for implementing the goal.
- develop a plan of action for implementation of the activities.

PARTICIPANTS

Participants at the October 13, 1980, meeting in Louisville, Kentucky, were persons attending the Annual American Printing House Meeting and interested in Instructional Resource Centers for the Visually Handicapped.

The Steering Committee consisted of thirteen (13) persons directing IRCs and a representative from the American Printing House for the Blind. The IRC Steering Committee met October 15-16, 1980, in Columbus, Ohio.

A complete list of participants is included in the Appendix.

CONFERENCE PROCEDURES

- Identify goal statement.
- Identify events necessary for the achievement of the goal.
- Estimate the likelihood and impact of each event upon the achievement of the goal.
- Develop activities for achieving/implementing each event.
- Assign responsibility for implementing activities able to be addressed by IRCs.

PROCEDURES AND TECHNIQUES

Goal Statement

Instructional Resource Centers shall assist in providing the visually handicapped student with resources in a timely manner and in the appropriate mode.

Events Necessary to Achieve Goal

Workshop participants identified ten (10) events which need to occur in order to achieve the goal stated above.

A A system for administering Federal Quota Funds should exist.

B A system for the procurement, production, delivery, maintenance, and retrieval of materials should be developed.

C Local, state, and national resources should be identified so that all resources are accessed.

D Effective lines of communication should be established resulting in the increased delivery of resources.

E Interstate cooperation should exist in order to increase the sharing of resources.

F Roles and responsibilities should be defined.

G Funding in addition to Federal Quota Funds should exist.

H Eligibility criteria for IRC services should be defined.

I State level administrative support should exist.

J Personnel should be aware of audit and accountability requirements.

Analysis of the Likelihood and Impact of Events

The Likelihood-Impact Analysis provides a structured method for determining the relative importance and power (impact) of each event. Planners are then better able to set priorities and to develop strategies for achieving the goal.

A five-point scale was used to rate each event statement in two areas:

- likelihood of occurance
- impact on the goal statement

The participants were asked to rate each event using the following format:

	Likelihood	Impact (presuming occurance)
	Low High	Low High
State level administrative support should exist.	1 2 3 4 5	1 2 3 4 5

Results of Likelihood-Impact Analysis

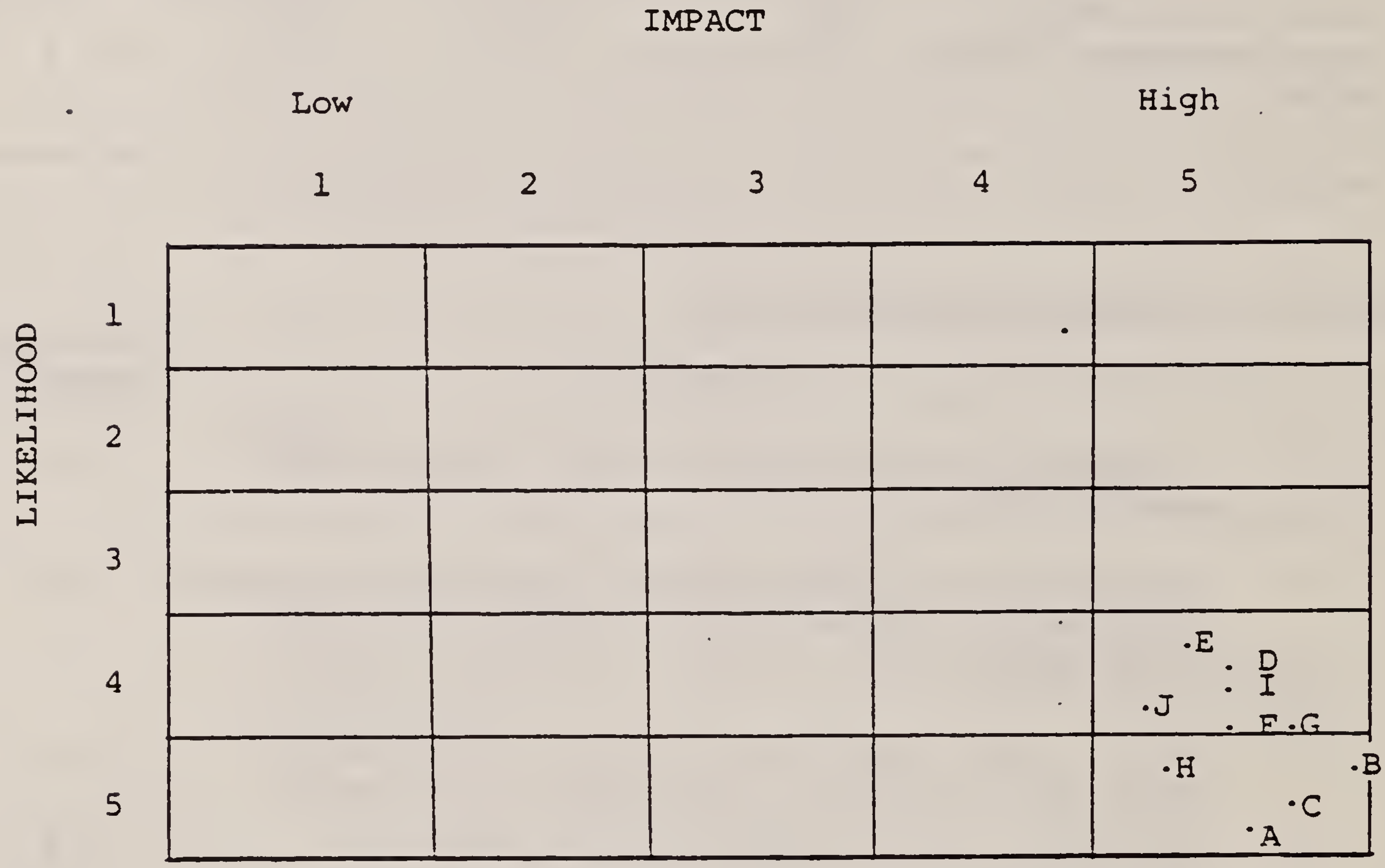
	Statement	Likelihood Rating	Impact Rating
A	A system for administering Federal Quota Funds should exist.	4.9	4.6
B	A system for the procurement, production, delivery, maintenance, and retrieval of materials should be developed.	4.2	4.9
C	Local, state, and national resources should be identified so that all resources are accessed.	4.3	4.8
D	Effective lines of communication should be established resulting in the increased delivery of resources.	3.6	4.7
E	Interstate cooperation should exist in order to increase the sharing of resources.	3.2	4.55
F	Roles and responsibilities should be defined.	4.05	4.6
G	Funding in addition to Federal Quota Funds should exist.	4.05	4.9
H	Eligibility criteria for IRC services should be defined.	4.3	4.4

(continued)

	Statement	Likelihood Rating	Impact Rating
I	State level administrative support should exist.	3.9	4.
J	Personnel should be aware of audit and accountability requirements.	3.8	4.3

The results of the Likelihood-Impact Analysis were then charted.

LIKELIHOOD-IMPACT MATRIX



The results of the Likelihood-Impact Analysis show that all events were rated high impact and high likelihood.

Convening of the Steering Committee (October 15-16, 1980, Columbus, Ohio)

Based upon the results of the Likelihood-Analysis Matrix the Steering Committee chose the following event statements for further analysis:

A & B A system for procurement, production, delivery, maintenance, and retrieval of materials should be developed including the administration of Federal Quota Funds.

C Local, state, and national resources should be identified so that all resources are accessed.

D & E Effective lines of communication should be established resulting in the increased delivery of resources. Interstate cooperation should exist in order to increase the sharing of resources.

G Funding in addition to Federal Quota Funds should exist.

Development of Activities

The workshop participants worked in small groups to develop activities for achieving each event which would then result in the accomplishment of the goal.

Each group worked with the following format to develop activities:

- Statement of Event
- Activities to Achieve Event
- Effects of Achieving Event
- Consequences of Not Achieving Event

EVENT TO BE ACHIEVED: A SYSTEM FOR PROCUREMENT, PRODUCTION, DELIVERY, MAINTENANCE AND RETRIEVAL OF MATERIALS SHOULD BE DEVELOPED INCLUDING THE ADMINISTRATION OF FEDERAL QUOTA FUNDS.

Textbooks in large print, braille, and/or tape.

Specialized equipment: braillewriters, talking calculators, closed circuit televisions, tape recorders, slate and stylus.

Tangible aids: canes, magnifiers, models, maps.

A. PROCUREMENT

Activities

- Identify available funds.
  - Federal Quota Funds
  - State Funds
  - Service organizations, volunteers
  - Other Federal monies
- Buy textbooks, equipment, and/or aids.
- Borrow from other states and/or agencies.
- Produce materials needed.
- Develop administrative procedures.

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B. PRODUCTION

Activities

- Determine that quality material is not readily available from another source.
- Determine if it is feasible to produce materials in-house or purchase services elsewhere.
- Locate funds to cover costs.
- Purchase appropriate materials and equipment.
- Locate space and personnel.

- Determine method of reimbursement for services:
  - free
  - exchange of brailon
  - cost of supplies

- Develop administrative procedures.

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C. DELIVERY

Activities

- Determine delivery method.
  - U.S. Mail (check local and Federal regulations and practices concerning pick-up and delivery)
  - United Parcel Service
  - School Delivery System
  - Federal Express/Trucking Companies
  - Private car with volunteers and/or paid drivers

- Develop administrative procedures.
  - borrowing
  - circulation
  - recirculation

* * * * * * * * *

D. MAINTENANCE

Activities

- Determine repair procedures.
  - Quota materials to American Printing House
  - Telephone Pioneers and other volunteer organizations
  - Vocational education programs (high school and post high school)
  - School district maintenance department.

- Purchase repair manuals and parts from manufacturer.

- Determine if maintenance agreement exists and if it is necessary.

- Determine warranty conditions.

- Develop administrative procedures.

* * * * * * * * *

E. RETRIEVAL

Activities

- Develop a system for:
  - recording the location of materials
  - identifying each item
- Develop a system for recirculating items.

* * * * * * * * * *

EFFECTS OF ACHIEVING EVENT

- Student has appropirate resources when needed.
- Materials are recirculated.
- Materials are maintained in a good state of repair.
- Monies are used more efficiently.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Student is without appropriate material and unable to participate.
- Monies are not used in most efficient manner.
- Materials are only used once.
- New items must be purchased to replace irretrievable items.
- Materials are not in a good state of repair.
- Resources must be purchased elsewhere.

EVENT TO BE ACHIEVED: LOCAL STATE, AND NATIONAL RESOURCES SHOULD BE IDENTIFIED SO THAT ALL RESOURCES ARE ACCESSED.

ACTIVITIES

. Identify resources within the state.

- Department of Education
- Residential School for the Blind
- Library Services
- Agencies: state, private, local

. Identify national resources.

- American Printing House (APH)
- National Library Service (NLS)
- National Associations

  Association for the Education of the Visually Handicapped (AEVH)
  American Association of Workers for the Blind (AAWB)
  National Braille Association (NBA)
  Council for Exceptional Children (CEC)
  and others

- Private non-profit organizations
  - American Foundation for the Blind
  - Recording for the Blind
- Instructional Resource Centers for the Visually Handicapped

. Obtain information about services including catalogs, cost, and conditions of services and materials.

. Develop procedures for using resources.

. Evaluate local and state resources in order to plan for the effective use of all resources.

EFFECTS OF ACHIEVING EVENT

. An increase of services to visually handicapped students will result.

. Students receive necessary resources.

CONSEQUENCES OF NOT ACHIEVING EVENT

. Student will not have materials when necessary.

. Resources will not be supplied.

. A duplication of resources will occur.

. Services may be slower.

EVENT TO BE ACHIEVED: EFFECTIVE LINES OF COMMUNICATION SHOULD BE ESTABLISHED RESULTING IN THE INCREASED DELIVERY OF RESOURCES TO VISUALLY HANDICAPPED STUDENTS.

States with large number of large print and braille books may loan books to smaller states.

Information about new equipment and teaching strategies can be shared between states.

ACTIVITIES

.Disseminate information.

- IRC newsletter (Peter Rossi, editor)
- American Printing House (APH) newsletter (c/o Ann Yeiser)
- professional journals
  - Council for Exceptional Children
  - Association for Education of the Visually Handicapped (Fountainhead)
  - National Braille Association
  - National Library Service Update
  - American Association of Workers for the Blind
- other state and regional publications

- Supply IRCs with Central Catalog updates in order to increase response time concerning availability of textbooks.

- Develop Handbook for states wanting to initiate and/or expand IRCs.

- Initiate study and/or funding request for linking states and APH electronically resulting in more efficient use of monies, materials, and time.

- Exchange lists of resources available for sharing.

- Communicate information about the Association of Instructional Resource Centers for the Visually Handicapped (AIRC/VH) through the newsletter and Handbook.

- Request the following topic be on the APH program in 1981: IRCs - A Resource Delivery System for Visually Handicapped Students.

- Verify all listings in Central Catalog; changes should be reflected in the next edition.

- Mail IRCs a monthly APH inventory printout enabling a more reasonable estimate of delivery times.

- Conduct cooperative projects.

    - Federally funded research projects
    - needs assessments
    - surveys
    - inservice

- Develop standards for materials and new technology.

    - paperless braille
    - microfiche
    - taping
    - electronic speech output

- Maintain a current directory of IRCs.

EFFECTS OF ACHIEVING EVENT

- Student recieves appropriate resources in a timely manner.

- Resources and funds are maximized.

- Knowledge of resources is increased throughout the nation

- Standards, policies, and services are more consistent.

- Reciprocal arrangements to share materials, equipment, and resources are developed.

- Communication is increased.

CONSEQUENCES OF NOT ACHIEVING EVENT

- Student does not receive resources in a timely manner.

- Cost duplications occur.

- Funds are not used in most effective manner.

EVENT TO BE ACHIEVED: FUNDING IN ADDITION TO FEDERAL QUOTA FUNDS SHOULD EXIST.

A. ACTIVITIES

- Explore state and Federal authorizations and mandates for funding general and special educational programs.
  - 94-142
  - Vocational Education
  - State apportionments
  - 93-313
  - CETA
  - Migratory Education
  - Rehabilitation Opportunities Program
  - Office of Rehabilitation Services
  - State and Federal apportionments for general textbooks and library material
- Identify offices administering such funds/programs.
- Clarify eligibility requirements.
- Identify and prioritize needs, gather documentary data.
- Develop and submit formal applications, requests/proposals for funds.
- Develop procedures for effective use of funds.

B. EFFECTS OF ACHIEVING EVENT

- Increased resources are available for visually handicapped students.

C. CONSEQUENCES OF NOT ACHIEVING EVENT

- Students are without materials/service.
- Resources are limited.

SUMMARY

The Steering Committee carefully examined the activities necessary for achieving each event and the accomplishment of the goal:

> Instructional Resource Centers shall assist in providing the visually handicapped student with resources in a timely manner and in the appropriate mode...

Activities which could be implemented by IRCs were assigned to members of the Steering Committee.

The committee began work on a handbook designed to assist states in developing and/or expanding Instructional Resource Centers for the Visually Handicapped. A Field Test Draft of the handbook will be disseminated in February.

Additional information will be disseminated as it is completed by the Steering Committee.

APPENDIX

Steering Committee

Participants at American Printing House Meeting

Steering Committee
October 15 - 16, 1980
Columbus, Ohio

Susan Cobb
Instructional Materials Center
Virginia Department for the Visually Handicapped
1402 Overbrook Road
Richmond, Virginia 23220

Alicia C. Green, Director
Michigan Media Center for
the Visually Impaired
Pine at Maple Street
Lansing, Michigan 48913

Janie Fox Jones
Texas Education Agency
Division of Special Education
201 East 11th Street
Austin, Texas 78701

Bill Kalenius, Director
Washington Special Education Materials
Clearinghouse and Depository
10020 Gravelly Lake Drive S.W.
Tacoma, Washington 98499

Bess Kaplan
Foundation for Blind Children
1201 North 85th Place
Scottsdale, Arizona 85251

Paul Lewis
Florida Instructional Materials Center for the
Visually Handicapped
5003 North Lois Avenue
Tampa, Florida 33614

Ralph McCracken
American Printing House
1839 Frankfort Avenue
Louisville, Kentucky 40206

Carson Nolan
American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Alice Post, Manager
Services for the Visually Impaired (SEIMC)
Springfield School District #186
444 W. Reynolds
Springfield, Illinois 62702

Annette Rich
Central Pennsylvania
Special Education Regional Resource Center
4400 Franklin Street
Harrisburg, Pennsylvania 17111

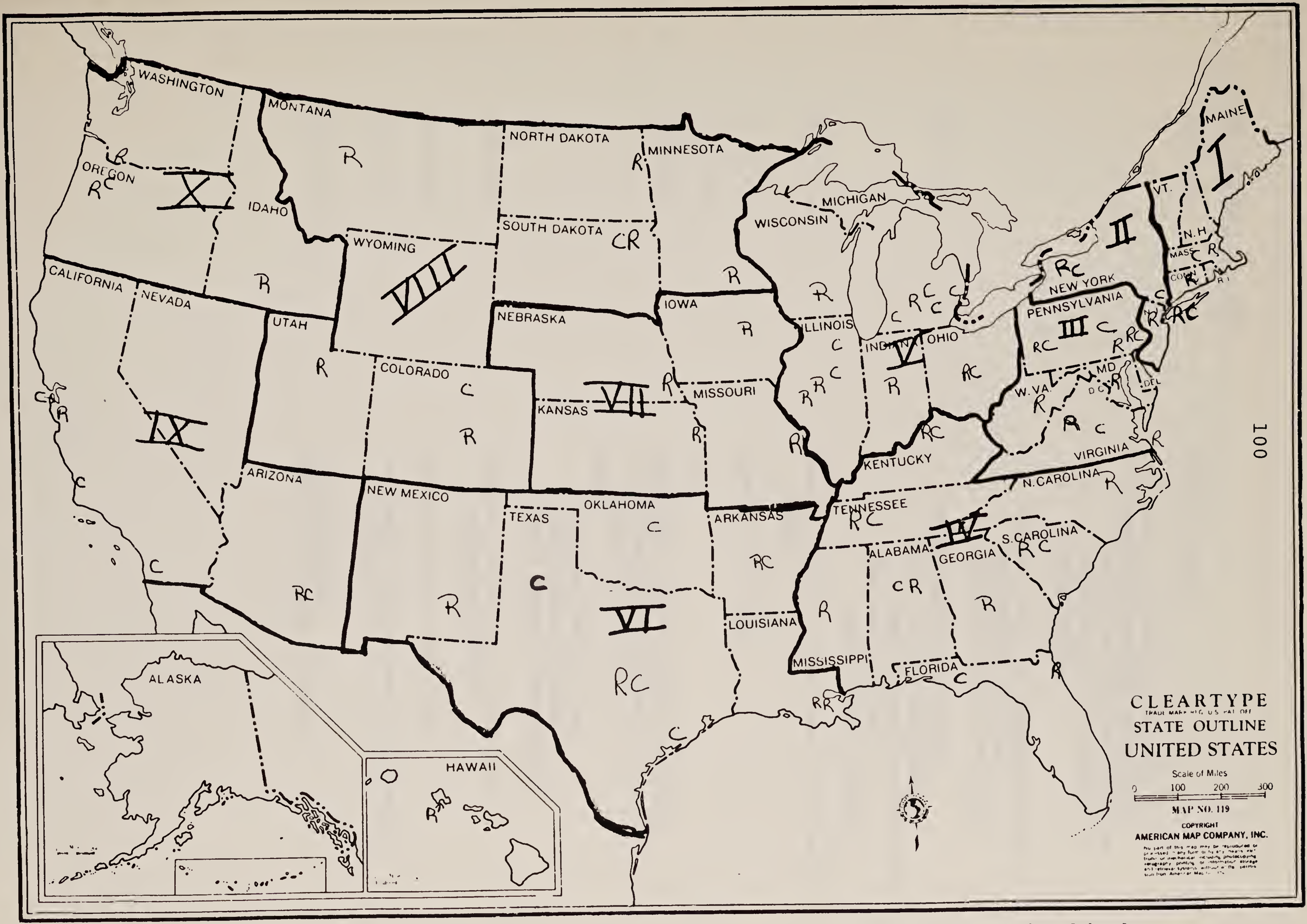
Peter Rossi
Commission for the Blind
and Visually Handicapped
110 Raymond Blvd.
Newark, New Jersey 07102

Buck Schrotberger
Colorado Instructional Materials Center
State Library Building
1362 Lincoln
Denver, Colorado 80202

Fred Sinclair
California Central Depository for the Visually Handicapped
721 Capitol Mall
Sacramento, California 98515

Julie Todd
Ohio Resource Center for
Low Incidence and Severely Handicapped
470 Glenmont Avenue
Columbus, Ohio 43214

Location of Residential Schools and Colleges/Universities in the area of the visually handicapped.
(AFB Data)



R denotes Residential School
C denotes College/University

Saturday, January 31, 1981

9:00 a.m.	General Session Presiding: Phil Hatlen, California Improving Programs--Developing Skills of Pre- and Inservice Teachers of the Visually Handicapped Current Status of Competency Project Ida Holman, Michigan Geraldine Scholl, Michigan
9:30 a.m.	Skills Needed by Teachers: State Vision Consultant: Mary Powers, South Carolina Residential School: Nancy Bryant, Michigan
10:15 a.m.	Groups: Skills to Meet Needs in Different Areas
11:30 a.m.	Reports from Groups
12:00 noon	Lunch
1:30 p.m.	Presiding: Dolores Price, Tennessee Increasing Skills of Teachers Through Cooperative Efforts Panel: Virginia Sowell, Texas Dean Tuttle, Colorado Dennis Thurman, Nova Scotia
2:30 p.m.	Groups: Developing Strategies for Increasing Skills
4:00 p.m.	Progress Report from Groups
5:30 p.m.	Developing Interpersonal Relationships (No host)
7:30-9:30 p.m.	IMCVH Workshop Discussion Groups, continued

Overview

The revised competencies for teachers of the visually handicapped, including more detailed mastery tasks, is included for this day's activities.

In addition to this document, you should review sections D, E and F of the CSPD Handbook.

GOAL 1.0

TEACHER DEMONSTRATES KNOWLEDGE OF DEVELOPMENT PATTERNS IN VISUALLY HANDICAPPED LEARNERS

Entry Level of Competency:

Can demonstrate knowledge of normal growth and development including langauge development from birth to adulthood.

Can demonstrate knowledge of atypical patterns of growth and development.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
1.1 Knowledge of how development can be affected by a visual impairment.	1.1.1 Identify the potential impact of a visual impairment on the child's affective development.	1.1.1.1-1.1.1.8 Produce a written discussion of potential impact, in general terms, with supporting documentation from the literature and practice experiences.
	1.1.2 Identify the potential impact of a visual impairment on the child's language development.	
	1.1.3 Identify the potential impact of a visual impairment on the child's perceptual development.	
	1.1.4 Identify the potential impact of a visual impairment on the child's conceptual development.	
	1.1.5 Identify the potential impact of a visual impairment on the child's motor development.	
	1.1.6 Identify the potential impact of a visual impairment on the child's social development.	
	1.1.7 Identify the potential impact of a visual impairment on the child's general physical health.	

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
1.2 Knowledge of how variables inherent to visual impairments affect the individual child's development.	1.2.1 Identify the variables inherent to any visual impairment (etiology, age at onset, degree of loss, prognosis).	1.2.1.1 Produce the variables with 100% accuracy on written or oral test.
	1.2.2 Identify the interaction of these variables of any visual impairment.	1.2.2.1 Produce a written statement of how various combinations of variables in a particular eye condition interact to produce different functional implications.
	1.2.3 Identify and analyze how particular combinations of these variables interface with factors identified in Skills 1.1.1-1.1.7 to enhance or inhibit development.	1.2.3.1 Interpret medical findings and discuss developmental implications on an eye report. 1.2.3.2 Describe at least one eye condition that may account for child's performance from a case study containing developmental and visual functioning information. 1.2.3.3 Describe potential problem areas for development from a case study which describes a child only in terms of ophthalmological variables, age, and present level of functioning. 1.2.3.4 Given 1.2.3.3, recommend instructional strategies as identified in GOAL 5.0 from information in 1.2.3.3.
1.3 Knowledge of the compounding effects of additional handicapping conditions on the individual child.	1.3.1 Identify acceptable definitions of other handicapping conditions.	1.3.1.1 Describe correctly other handicapping conditions in essay or objective test. 1.3.1.2 Complete at least one course in general special education or introduction to special education.

GOAL 1.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	1.3.2 Identify the impact of one or more additional handicaps on the child with visual impairment.	1.3.2.1 Present a case study of visually handicapped/multi-handicapped child to class, relating 1.1, 1.2, and 1.3. 1.3.2.2 Completes practicum experience with multi-handicapped students. 1.3.2.3 Produce a review of literature related to specific combinations of disability (deaf-blind; cerebral palsy and visual motor implications; visual handicaps and learning disabilities; visual development in the severely profoundly handicapped). 1.3.2.4 Through an assessment profile for a visually handicapped/multi-handicapped child, produce a written or oral discussion on how the child's development has been affected by the combination of handicapping conditions.
1.4 Knowledge of environmental factors which may influence the visually handicapped child's overall development.	1.4.1 Identify environmental factors, including but not limited to, family, peers, neighborhood, furniture fit, lighting, educational placement, opportunities to learn, level of independence, curriculum needs (GOAL 3.0) and instructional strategies (GOAL 5.0).	1.4.1.1 Develop a case study of individual child, and includes discussion of environmental factors. 1.4.1.2 Suggest environmental changes which may enhance child's development from a case study.

GOAL 1.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
1.5 Knowledge of synthesis and how to apply knowledge demonstrated in GOALS 1.1 to 1.4.	1.5.1 Identify and interpret educational implications eye report to parents, school personnel, and other community workers.	1.5.1.1 Orally explain an eye condition from an eye report.
	1.5.2 Identify the impact of visual impairment on child development.	1.5.2.1 Prepare a presentation for parent or community group, using appropriate audio-visual materials.
		1.5.2.2 Conduct at least one parent conference on each child present in practicum experience.
		1.5.2.3 Develop an inservice on developments of the visually handicapped child for both (1) regular education teachers and (2) preschool handicapped teachers.
	1.5.3 Utilize knowledge of developmental patterns when demonstrating competence in GOALS 2.0 and 5.0.	1.5.3.1 Identifies instructional strategies that address strengths and weaknesses related in an assessment report and a teacher report of the child's performance to the child's visual handicap.
		1.5.3.2 Develop a full Individualized Educational Plan for two children in practicum.

GOAL 2.0

TEACHER WILL DEMONSTRATE THE ABILITY TO ASSESS VISUALLY HANDICAPPED LEARNERS USING A VARIETY OF INFORMATION AND FORMAL PROCEDURES

Entry Level of Competency:

Can demonstrate ability to utilize observation and other informal procedures to determine developmental levels.

Can demonstrate ability to select, administer, score, interpret, and report findings of a variety of formal assessment instruments.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
2.1 Knowledge of the educational implications of medical, psycho-educational, and psychological data in the assessment procedure.	2.1.1 Interpret assessment information available to the teacher as it related to visually handicapped learners.	2.1.1.1 By means of a series of case studies or assessment profiles, delineate and describe the educational implications and list(s) the modifications required in the learning setting.
		2.1.1.2 Design all learning activities during practicum to meet the individual characteristics of each student with the required task or environmental modifications. (See GOAL 5)
2.2 Knowledge of formal and informal assessment procedures appropriate for visually handicapped learners, in language, affective, sensory, motor and perceptual/cognitive areas.	2.2.1 Identify types of informal assessment procedures appropriate for visually handicapped learners.	2.2.1.1 By means of examination, informal assessment techniques are discussed. Knowledge of the proper selection and utilization of various stimulus and response modification is demonstrated.
		2.2.1.2 During practicum, select appropriate informal assessment procedures to generate specified information.

GOAL 2.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	2.2.2 Identify a variety of formal assessment procedures and instruments appropriate for visually handicapped learners.	2.2.2.1 Given the essential information, identify one or more formal assessment procedures to generate desired data. 2.2.2.2 Demonstrate appropriate assessment procedures during the practicum. 2.2.2.3 Describe and discuss by means of written examination a variety of norm-referenced and criterion-referenced assessment instruments and procedures. 2.2.2.4 During practicum select, obtain, and modify appropriate norm-referenced and/or criterion-referenced informal assessment instrument which yield significant teaching information.
2.3 Knowledge of the selection adaptation and/or development of assessment procedures and instruments for specific purposes.	2.3.1 Select, adapt, and/or develop instruments for assessing specific skills of visually handicapped learners, including functional vision.	2.3.1.1 Select, adapt, and modify functional reading, math skills and functional vision instruments appropriate at the primary, intermediate and secondary levels in both braille and large type. 2.3.1.2 Develop an assessment kit and notebook to be used during practicum which includes academic and communication skills, cognitive development, O&M and ADL, Recreation and Leisure, and Vocational & Career Education, including functional vision reporting.

GOAL 2.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
2.4 Knowledge of procedures for administration and scoring informal and formal assessment instruments for all developmental areas.	2.4.1 Utilize observational techniques in both formal and informal assessment.	2.4.1.1 List and discuss the various types of useful observational techniques used both in informal and formal testing. Specify most significant behaviors.
		2.4.1.2 By means of VTR, list the most significant event observed in the following areas: personal-social development, curriculum adaptations required, learning approach, and interaction.
	2.4.2 Administer and chart/profile informal assessment data in all developmental skill and curricular areas.	2.4.2.1 By means of VTR administer, score and profile a reading skills and math skills assessment (NOTE: 2.4.2 and 2.4.3)
		2.4.2.2 Develop comprehensive case studies with a variety of visually handicapped students in the following areas: motor development, perceptual functioning, cognitive operations, communication skills, O&M and DLS, and vocational skills. Tasks demonstrated include: -observational techniques -administering and charting informal assessment techniques -administering and scoring formal instruments -analyzing results of formal and informal instruments -interpreting results of formal and informal instruments -reporting assessment data -recording data -interpreting to concerned others (NOTE: 2.4.2 to 2.5.3)

GOAL 2.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	2.4.3 Administer and score formal assessment instruments for a variety of skill and curricular areas.	
2.5 Knowledge of methods for analyzing, interpreting and reporting assessment information.	2.5.1 Analyze results of informal and formal assessment given to a variety of visually handicapped learners.	
	2.5.2 Interpret results of informal and formal assessment data for a variety of visually handicapped learners.	
	2.5.3 Report results of informal and formal assessment data for a variety of visually handicapped learners.	
2.6 Knowledge of appropriately interpreted information from the assessment of visually handicapped learners to other school personnel and parents.	2.6.1 Outline a plan to transmit assessment information about visually handicapped learners using a variety of informal and formal procedures, etc.	2.6.1.1 Based upon the above case studies develop a plan to appropriately record and transmit assessment information.
	2.6.2 Interpret information about assessment of visually handicapped learners to parents, the student and other school personnel.	2.6.2.1 Based upon the above case studies interpret results, and recommendations to parents, to the student and to other school personnel.

GOAL 3.0

TEACHER WILL DEMONSTRATE THE ABILITY TO SELECT, DESIGN AND/OR MODIFY SPECIALIZED CURRICULA FOR VISUALLY HANDICAPPED LEARNERS WITH VARYING DEGREES OF VISUAL IMPAIRMENT AND AT ALL DEVELOPMENTAL LEVELS

Entry Level of Competency:

Can demonstrate knowledge of curriculum needs and curriculum development for non-handicapped learners.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
3.1 Knowledge of the area of the specialized curriculum for visually handicapped learners.	3.1.1 Identify the areas of specialized curriculum for the visually handicapped learner.	3.1.1.1 Compile a list of potential specialized curriculum needs for a visually handicapped learner.
3.2 Knowledge of the specialized curriculum in concept development for visually handicapped learners.	3.2.1 Identify instructional modules for visually handicapped learners, such as body image, spatial orientation, directionality, classification, movement, seriation conservation, tactual discrimination and sensory integration.	3.2.1.1 Given at least two case studies of learners with varying degrees of visual loss, select, design and/or modify instructional modules in specialized areas.
3.3 Knowledge of communication skills necessary for visually handicapped learners.	3.3.1 Identify a sequential instructional module to meet the specific communication needs of the visually handicapped learner, such as reading, writing, typing, listening, verbal and nonverbal communication.	3.3.1.1 Select, design, and/or modify a sequential instructional module to meet the specific receptive and expressive communication needs of a visually handicapped learner using at least two case studies.
3.4 Knowledge of social and independent living skills necessary for visually handicapped learners.	3.4.1 Identify a sequential instructional module to meet the specific social and/or independent living skills of visually handicapped learners, such as personal hygiene, clothing, human sexuality, food preparation, self-care, financial management and interpersonal relationships.	3.4.1.1 Select, design, and/or modify a daily-living skills module to meet the specific needs of visually handicapped learners using at least two case studies.

GOAL 3.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
3.5 Knowledge of basic orientation and mobility skills and concepts necessary for visually handicapped learners, including skills, body image, spatial concepts, object perception, and movement skills.	3.5.1 Identify a sequential instructional module to teach basic orientation and mobility skills and concepts to a variety of visually handicapped learners, such as sighted guide techniques, room orientation, sound localization, protective techniques, direction taking techniques, systematic search patterns, use of optic aids in mobility, map skills, appropriate cane techniques, and use of sensory input in movement.	3.5.1.1 Select, design, and/or modify basic O&M skills and concepts. Module to meet the specific needs of visually handicapped learners using at least two case studies.
3.6 Knowledge of pre-vocational and career education skills necessary for visually handicapped learners.	3.6.1 Identify a sequential instructional module to meet the specific pre-vocational and career education needs of a variety of visually handicapped learners such as: career goals, interpersonal relations, interview techniques, job applications, work experience, career awareness career exploration, career preparation, and legal aspects of employment.	3.6.1.1 Select, design, and/or modify a pre-vocational and career education module for visually handicapped learners based on the information from at least two case studies.
	3.6.2 Identify information and resources regarding pre-vocational and career education for visually handicapped learners.	3.6.2.1 Select, design, and/or modify a resource list regarding pre-vocational and career education for visually handicapped learners.

GOAL 3.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
3.7 Knowledge of the relationship of vision to perceptual development and learning.	3.7.1 Identify the degree of efficiency in such ocular-motor skills as tracking, focus, accommodation, and eye-hand coordination in visually handicapped learners.	3.7.1.1 Select, design, and/or modify, given at least two case studies, instructional modules such as the development of ocular-motor skills, problems, and remediations.
	3.7.2 Identify the sequence of development in visual perceptual learning in normal visual systems.	3.7.2.1 Select, design, and/or modify, an outline in written form of the sequence of development in visual-perceptual learning.
	3.7.3 Identify the visual perceptual problems related to impaired vision such as discrimination, recognition, visual closure, part/whole-whole/part relationships, and figure-ground for near and distant vision.	3.7.3.1 Select, design, and/or modify, given at least two case studies, instructional modules that discuss the problems in visual perception specific to visually handicapped learners.
3.8 Knowledge of auditory and linguistic processes in learning.	3.8.1 Identify the problems and remediations related to auditory processing in visually handicapped learners such as attention, sound localization, ear-hand coordination, auditory memory, etc.	3.8.1.1 Select, design, and/or modify, given at least two case studies, instructional modules that discuss the problems and remediations related to auditory processing in visually handicapped learners.

GOAL 3.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
3.9 Knowledge of the problems and remediations related to language development in visually handicapped learners.	3.9.1 Identify the problems and remediations related to language development in visually handicapped learners such as "verbal unreality" and "echolalia."	
	3.9.2 Identify and use basic sign communication systems with multiply handicapped learners.	3.9.2.1 Select, design, and/or modify, given at least two case studies, instructional modules that discuss the problems and remediations related to language development in visually handicapped learners.
		3.9.3.1 Demonstrate the ability to receive and send functional manual signs appropriate for at least three multihandicapped learners.
3.10 Knowledge of the sequence of development in tactual learning.	3.10.1 Identify stages of development in tactual learning such as: texture discrimination, shape recognition, familiar objects, topographical, Euclidean and geometric.	3.10.1.1 Select, design, and/or modify, given at least two case studies, instructional modules utilizing the stages of development in tactual learning.
	3.10.2 Identify the uses of tactual learning as an alternative to visual learning and/or enhancement of visual learning.	3.10.2.1 Select, design, and/or modify given at least two case studies, instructional modules demonstrating that three stages of tactual learning development are an appropriate alternative to visual learning.

GOAL 3.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	3.10.3 Identify specific problems and remediations of tactual learning in visually handicapped learners such as models and maps and braille reading errors.	3.10.3.1 Select, design, and/or modify, given at least two case studies, instructional modules dealing with the specific problems and remediations of tactual learning in visually handicapped learners.
3.11 Knowledge of the sequence of development of gross and fine motor skills.	3.11.1 Identify sequence of normal development of gross movement and fine motor development.	3.11.1.1 List, in writing, the sequence of normal development of gross and fine motor development.
	3.11.2 Identify potential differences and/or variation in the development of gross and fine motor skills for the visually handicapped learner.	3.11.2.1 Select, design, and/or modify, given at least two case studies, instructional modules in gross and fine motor development for the visually handicapped learner.
3.12 Knowledge of play skills necessary for visually handicapped children to maximize their intellectual, emotional social and physical development.	3.12.1 Identify specifics of a child's play behavior as it relates to his/her development.	3.12.1.1 Observe a child's play behavior and discuss how it relates to his/her present stage of development.
	3.12.2 Identify program designed to enhance/teach the visually handicapped child to utilize play skills.	3.12.2.1 Select, design, and/or modify an instructional module, given at least two case studies, to enhance the visually handicapped child's ability to utilize play skills.

GOAL 3.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has	The teacher can:	Proficiency is demonstrated when the teacher can:
3.13 Knowledge of the values, purposes and techniques of developing individualized education programs in all curricular areas for visually handicapped learners.	3.13.1 Identify individual educational programs based on assessed learning needs.	3.13.1.1 Prepare a written I.E.P. based on a specific visually handicapped learner's assessed learning needs.
	3.13.2 Identify behavioral objectives and task analysis approaches to implement the individualized educational program for visually handicapped learners.	3.13.2.1 Select, design, and/or modify written behavioral objectives and task analysis approaches in an individualized educational program.

GOAL 4.0

TEACHER WILL DEMONSTRATE PROFICIENCY IN THE OPERATION OF MEDIA AND DEVICES NECESSARY FOR THE EDUCATION OF THE VISUALLY HANDICAPPED LEARNER

Entry Level of Competency:

Can demonstrate knowledge of a variety of manipulative materials appropriate for use by all children.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
4.1 Knowledge of braille codes and their formats.	4.1.1 Read and write standard English braille.	4.1.1.1 Successfully pass a course in literary braille with 90% proficiency in Grade II.
	4.1.2 Read and write braille mathematics at elementary and secondary levels.	4.1.2.1 Demonstrate proficiency in braille mathematics at the elementary and secondary levels.
	4.1.3 Locate and use more advanced information in areas such as foreign language braille, braille music, and scientific notation.	4.1.3.1 Demonstrate basic proficiency in braille codes for foreign language, music and other technical areas. 4.1.3.2 sources
4.2 Knowledge of techniques for adapting print formats for tactual readers.	4.2.1 Make necessary adjustments in printed formats to render them more appropriate for tactile reading.	4.2.1 Render a variety of printed formats (a diagram, chart, table, etc.) into forms which are tactually perceivable.
4.3 Knowledge of the criteria to evaluate, adapt and/or design materials for use by visually impaired readers.	4.3.1 Evaluate print material for specific VH learners and plan necessary adjustments for ease in reading.	4.3.1.1 Evaluate text, perceptual, and supplementary materials with regard to their visual properties. 4.3.1.2 Demonstrate the ability to modify instructional materials for two different visually impaired learners.
4.4 Knowledge of a variety of mathematical and computational devices suitable for visually handicapped learners.	4.4.1 Adapt various devices used for mathematics education for the sighted to use for the visually handicapped learner.	4.4.1.1 Cite three devices used for mathematics education that can be used by either a visually handicapped or sighted learner.

GOAL 4.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	4.4.2 Select calculators appropriate to the specific needs and requirements of the child.	4.4.2.1 Describe two types and sources of calculators currently available and in use by visually handicapped learners.
	4.4.3 Operate and describe functions of various devices developed specifically for mathematics education of visually handicapped learners such as braille thermometers, rulers and scales, etc.	4.4.3.1 Demonstrate the function of various devices used in mathematics.
	4.4.4 Use the abacus in the four basic operations	4.4.4.1 Add, subtract, multiply, and divide with 100% accuracy on the Cranmer abacus.
4.5 Knowledge of the various listening and recording devices including those with variable speed and compression components, indexing.	4.5.1 Operate and care for recording and listening equipment.	4.5.1.1 Demonstrate the operation and care of recording and listening equipment.
4.6 Knowledge of writing instruments and devices.	4.6.1 Operate and care for braillewriters, typewriters, slate and stylus, handwriting devices, raised line drawing kits.	4.6.1.1 Cite where equipment listed in 4.6.1 can be repaired. 4.6.1.2 Demonstrate appropriate use of these materials/equipment for a variety of educational needs.
4.7 Knowledge of machines and technical aids for the production of materials.	4.7.1 Use and care of technical machines and devices including but not limited to thermaform, CCTV, Optacon, reading machines, microcomputers, etc.	4.7.1.1 Demonstrate operation and care of equipment used in instructional settings.
4.8 Knowledge of sources and procedures for acquisition of all specialized media and devices.	4.8.1 Locate specialized media and/or devices based upon the unique requirements of the learner.	4.8.1.1 Develop comprehensive resource file of media and/or devices that may be needed by special learners.

GOAL 4.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
4.9 Knowledge of influencing factors in the appropriate selection and use of media and equipment necessary for education of visually handicapped learners.	4.9.1 Outline a plan for the selection and use of media and devices necessary for a variety of of visually handicapped learners.	4.9.1.1 In a practicum situation develop a long range instructional plan that includes the use of media and devices that can be utilized by the visually handicapped learner. 4.9.1.2 Demonstrate the ability to relate the use of media and devices into a total instructional program which includes a visually handicapped learner.

GOAL 5.0

TEACHER WILL UTILIZE INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING IN VISUALLY HANDICAPPED CHILDREN

Entry Level of Competency:

Can demonstrate knowledge of basic learning theory and principles of instruction for learners.

Can demonstrate knowledge of basic principles for the design of instructional strategies for use in all content areas.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
5.1 Knowledge of the application of learning theories to visually handicapped learners.	5.1.1 Identify applicability of general learning theory to visually handicapped learners.	5.1.1.1 Given two or more case studies, provide examples of how a variety of learning theories can be applied to the visually handicapped learner (e.g. Thorndike's Laws of Readiness, Exercise, Effect, theories of behaviorism, Gestalt Organization, Functionalism, Purposive Learning, Dewey's Experience, Piaget, etc.) 5.1.1.2 Demonstrate selected uses of theories in a. micro-teaching b. practicum 5.1.1.3 Document teachers' performances in various skill areas; analyze which learning theories are being used and how.
5.2 Knowledge of basic principles and guidelines for selection and/or development of instructional strategies specific to the needs of visually handicapped learners.	5.2.1 Identify basic principles inherent in instructional strategies specifically for visually handicapped learners.	5.2.1.1 Supply examples in the following areas of how the synthetic/part: whole approach is employed by the visually handicapped student (e.g. low vision training, concept training, academics, orientation and mobility). 5.2.1.2 Design specific learning environments for individual students, given several case studies (include multi-handicapped and pre school)

GOAL 5.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
		5.2.1.3 Select, design and/or modify specific lessons to emphasize a multi-sensory approach for a. concepts b. skills
		5.2.1.4 Given child data, determine priorities for children at various developmental and academic levels (include multihandicapped and pre school)
5.3 Knowledge of basic principles for adaptation of subject areas for visually handicapped learners.	5.3.1 Identify appropriate instructional strategies for teaching subject area content (reading, math, spelling, social studies, science, etc.) to an individual visually handicapped learner; same for a group.	5.3.1.1 Given a practicum setting, effectively demonstrate appropriate instructional strategies for teaching subject area content to an individual visually handicapped learner; same for a group.
		5.3.1.2 Given several concepts (math, environmental, etc.) analyze which could be effectively adapted, how, and approaches for teaching the remaining concepts (microscopic, telescopic, dangerous, etc.).
		5.3.1.3 Critique commonly used subject matter materials as to appropriateness for 3 case studies.
		5.3.1.4 Adapt highly visual learning activities for meaningful participation by blind and low vision children.
		5.3.1.5 Critique and make suggestions for improvement for materials which have been adapted for use with blind and low vision learners.

GOAL 5 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
		5.3.1.6 Produce an improved product from above selected materials 5.3.1.7 Plan field trip to emphasize specific concepts (science, math, social studies, mobility, low vision, etc.); carry out during practicum, evaluate.
5.4 Knowledge of principles for selection and/or design of instructional strategies for use in curricular areas of special application to visually handicapped learners.	5.4.1 Identify instructional strategies in special areas such as listening skills, utilization of low vision, daily living skills, typing, motor development, sex education, basic orientation and mobility, concept development, communication skills, vocational and career education, factual learning, play skills.	5.4.1.1 Given a practicum setting, effectively demonstrate instructional strategies for each area listed, write an appropriate IEP based on child data supplied. 5.4.1.2 Implement selected IEPs during practicum 5.4.1.3 Provide "summer"/"weekend" activities for parents to build skills and concepts in each area listed, emphasize natural environments. 5.4.1.4 Outline assessment needs in the areas listed; carry out selected assessments during practica, develop case study (include multihandicapped) 5.4.1.5 For the areas of visual efficiency and O & M, outline sequential phases of concepts and skills. 5.4.1.6 From supplied child data, design programs in above two areas (include multihandicapped).

GOAL 5.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
		5.4.1.7 Conduct functional assessments in above two areas during practicum; implement programs.
		5.4.1.8 Given several case studies, assign appropriate schedule for caseload with emphasis on priorities, time, efficiency.
		5.4.1.9 Given specific visual conditions, outline influences such conditions may have on reading, use of subject matter materials/equipment, motor development, as well as on the techniques used to teach these skills.
5.5 Knowledge of procedures for interpretation of basic principles of instructional strategies for visually handicapped learners to other school personnel, parents, and community workers.	5.5.1 Identify procedures for interpretation of basic principles for visually handicapped learners to other school personnel, parents, and community workers.	5.5.1.1 Design a 20-minute audio-visual presentation emphasizing learning similarities and differences between visually handicapped learners and their peers suitable for presentation to a. non-VH methods courses b. regular classroom teachers associated w/practicum experiences
		5.5.1.2 Design and implement a role-playing exercise involving typical members of an IEP committee.
		5.5.1.3 Design a leaflet for orienting the regular classroom teacher and others to having a visually handicapped student in class.
		5.5.1.4 Prepare a short presentation for PTA or local civic group.
		5.5.1.5 Describe how to present rights and responsibilities as outlined in PL94-142 to parents.

GOAL 6.0

TEACHER CAN EFFECTIVELY UTILIZE INSTRUCTIONAL MATERIALS, MEDIA, DEVICES, ETC. APPROPRIATE TO THE INDIVIDUAL NEEDS OF VISUALLY HANDICAPPED CHILDREN

Entry Level of Competency:

Has knowledge of materials and basic principles for selection of instruction of learners.

Has competence in braille codes--in typing and understanding of the function of instructional media in relation to teacher's own learning theories.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
6.1 Knowledge of basic principles inherent in utilizing of instructional media for visually handicapped learners.	6.1.1 Identify basic media in terms of sensory modalities through which they operate: visual, tactile, auditory, etc.	6.1.1.1 Use case studies, VTR, etc. to select media appropriate to child and specify source of media.
	6.1.2 Identify, evaluate, and select appropriate instructional materials and equipment to enhance learning in content areas, i.e., models for health, sex education, social studies, etc.; tapes; maps.	6.1.2.1 Given the curriculum with which he/she will work, the student will select and provide a written rationale of one appropriate instructional material in each curriculum area. 6.1.2.2 In a practicum or teaching setting, appropriately assess students needs and select instructional materials and equipment to meet those needs.
6.2 Knowledge of national, regional, state and local sources for purchase and loan of instructional materials and equipment.	6.2.1 Identify loan sources for given media.	6.2.1.1 Correctly identify at least six major sources which loan media appropriate to visually handicapped learners and correctly describe types of materials available from each.

GOAL 7.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
6.4 Knowledge of care, use and storing procedures for a variety of media for visually handicapped learners.	6.4.1 Identify and describe procedures for proper care, use and storage of a variety of media for visually handicapped learners.	6.4.1.1 Demonstrate, to the satisfaction of the instructor, and in keeping with owner's manuals, the proper care and storage of media.
6.5 Knowledge in methods for instructing others in principles of use of media for visually handicapped learners.	6.5.1 Identify and assist other school personnel, visually handicapped learners, and parents to understand the principles of use of media in their education.	6.5.1.1 Given a student who has not previously used a certain type of instructional equipment, (1) introduce the equipment to the student, (2) demonstrate the appropriate usage of the equipment, and (3) provide opportunities for the visually handicapped child to apply and evaluate the appropriateness of the opportunities of the equipment for him/her.
	6.5.2 Instruct visually handicapped learner, parents, and school personnel in care, use and storing of media.	6.5.2.1 In a practicum setting, demonstrate to learners, parents, classroom teachers, and other school personnel the care, use, and storage of media.
6.6 Knowledge of sources for repair of media for visually handicapped learners.	6.6.1 Identify sources for repair of media for visually handicapped learners.	6.6.1.1 As a group activity list sources for the maintenance and/or repair of equipment.
6.7 Knowledge of standards for media production established by national organization(s) in the visually handicapped field.	6.7.1 Identify nationally accepted standards to plans for production of teacher-made or volunteer produced media for visually handicapped learners.	6.7.1.1 Evaluate volunteer produced media against standards established by national organizations. 6.7.1.2 Evaluate media produced by peers against national standards. 6.7.1.3 Produce media in keeping with national standards in: (1) Literary braille, (2) complex braille formats, (3) braille mathematics, and (4) large print.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	6.2.2 Identify sources for specified media especially for visually handicapped learners.	6.2.2.1 Correctly identify and describe types of media available from sources to include, but not be limited to: (1) APH, (2) Library of Congress, (3) AFB, (4) Howe Press, (5) other braille presses, (6) distributors of non-prescription optical aids, (7) publishers and distributors of large print books, (8) manufacturers and distributors of technological devices.
6.3 Knowledge of basic principles or development of teacher-made and volunteer produced media.	6.3.1 Identify sources of existing standards for the production of sound, recorded, braille, print, tangible aids, illustrations, etc.	
	6.3.2 Identify principles of media development for visually handicapped learner's needs.	6.3.2.1-6.3.4.1 Describe, in writing, factors to be considered in media development: (1) needs of the learner, (2) educational placement of the learner, (3) curriculum and (4) availability of media.
	6.3.3 Identify principles of media development in content areas.	
	6.3.4 Identify principles of media development feasible in specific school setting or within given parameters.	
	6.3.5 Identify and provide direction to volunteer and others in appropriate adaptation and editing of materials.	6.3.5.1 Prepare, in writing, to the satisfaction of the instructor, guidelines for adaptation and editing of materials to be used by volunteers, transcribing groups, or school employed transcribers.

GOAL 7.0

TEACHER WILL DEMONSTRATE ABILITY TO IDENTIFY AND PROVIDE APPROPRIATE COUNSELING AND GUIDANCE SERVICES TO VISUALLY HANDICAPPED LEARNERS AND SIGNIFICANT OTHERS

Entry Level of Competency:

Has familiarity with general counseling and guidance techniques and services.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
7.1 Knowledge of strengths and needs of individual visually handicapped learners during different periods of their school years.	7.1.1 Identify potential strengths of an individual visually handicapped learner.	7.1.1.1 Observe and record from anecdotal records and case studies, strengths and needs of a child's overall adjustment.
		7.1.1.2 Meet with the client to evaluate the needs and strengths observed and to plan a developmental program based on them.
		7.1.1.3 Implement a program during a clinical experience at various educational levels.
	7.1.2 Identify real and perceived needs for guidance services.	7.1.2.1 List needs of specific learner for which the educator is unable to provide guidance and counseling and which should be referred to specified outside counseling services.
7.2 Knowledge of ancillary personnel and services available for visually handicapped learners.	7.2.1 Identify inter-professional personnel in meeting individual needs of the visually handicapped learner.	7.2.1.1 Respond to teacher-prepared test to identify individuals and agencies which provide guidance, counseling, and other services to visually handicapped learners.
		7.2.1.2 Present to peers a brief summary of one agency and its services, following an interview or correspondence. Include brochures and other materials provided by the agency.

GOAL 7 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
7.3 Knowledge of methods for communicating guidance-related information to ancillary personnel.	7.3.1 Identify and communicate with ancillary personnel in meeting individual needs of visually handicapped learners.	7.3.1.1 Prepare a written report to be sent to one of the services identified in 7.2.2.1
		7.3.1.2 Provide information preliminary to the ancillary personnel through peer role-play.
7.4 Knowledge of professional ethics involved in dealing with guidance information.	7.4.1 Identify relevant guidance information in an ethical manner.	7.4.1.1 Respond to teacher prepared statement regarding confidentiality of records, students' and parents' right to information, other ethical aspects regarding guidance inforamtion.
		7.4.1.2 Utilize 7.3.1.1 above to demonstrate professional ethics as guidance information is shared.
		7.4.1.3 Prepare a report for presentation to special education personnel and ancillary personnel for consideration for pupil placement.
7.5 Knowledge of interviewing techniques.	7.5.1 Identify appropriate techniques for conducting an interview to attain a specific goal.	7.5.1.1 Prepare an outline for an interview, including objective, questions and comments to be included, and other comments regarding technique to be used.
		7.5.1.2 Role play an interview with another student, followed by self evaluation.

GOAL 7 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
7.6 Knowledge of the need for visually handicapped learners develop positive self-concepts.	7.6.1 Identify and help visually handicapped children develop a realistic self-concept.	7.6.1.1 List specific methods of (assessing) determining self-concept in visually impaired children. 7.6.1.2 Evaluate the self-concept of at least one child in your practicum setting using an appropirate technique.
7.7 Knowledge of guidance and counseling roles of teachers of visually handicapped learners.	7.7.1 Identify a plan to transmit appropriate counseling and guidance services to visually handicapped learners.	7.7.1.1 Analyze case studies for the purpose of determining the role of the teacher in guidance and counseling for visually handicapped children.
7.8 Knowledge of basic techniques for guidance and counseling.	7.8.1 Identify appropriate guidance and counseling to visually handicapped learners.	7.8.1.1 Confer, during a practicum setting, with others (guidance counselor, regular teacher, parent) to determine the role of the teacher in counseling and will write a summary of his/her perceptions of the teachers role in counseling.
	7.8.2 Identify and demonstrate sensitivity to varying cultural values.	
7.9 Knowledge of value of peer relationship for visually handicapped learners with non-handicapped learners.	7.9.1 Identify organized activities which facilitate visually handicapped learner's friendships with non-handicapped learners in the community.	7.9.1.1 Develop a plan to provide for specific opportunities for friendships with non-handicapped peers. 7.9.1.2 Encourage the child to participate in organized community activities which include both visually handicapped and non-handicapped. 7.9.1.3 List misunderstandings that non-handicapped peers might have about visually handicapped learners which could interfere with forming friendships.

GOAL 7 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
7.10 Knowledge of the effect of visual handicap on family relationships.	7.10.1 Identify relationships between visually handicapped learner and family members.	7.10.1.1 Analyze case studies, observations and home visits and parent conferences utilizing appropriate evaluation technique.
	7.10.2 Identify specific negative family interactions, e.g., lack of verbal communication; fostering dependent behavior, etc.	7.10.2.1 Develop an intervention strategy which includes professional counsels for a specific negative family interaction.
	7.10.3 Identify visually handicapped infant's impact on the family, with particular attention to parent-child interaction, nonverbal communication, bonding, and reciprocity.	
7.11 Knowledge of skill transfer processes from school to home.	7.11.1 Identify and explain goals of the education program to family members.	7.11.1.1 Provide a written or oral explanation of goals of education program for visually handicapped children.
	7.11.2 Identify and record a visually handicapped child's progress in a way that can be understood by family members.	7.11.2.1 Read and discuss several methods of record keeping. 7.11.2.2 Discuss particular goals of education for a visually handicapped child for which progress may be difficult to evaluate.
	7.11.3 Identify strategies to encourage continuation of educational goals in the home.	7.11.3.1 Prepare materials for home instruction to be conducted by parents. Criteria: reasonable, fit family life style, appropriate for learners.

GOAL 8.0

TEACHER WILL DEMONSTRATE ABILITY TO UTILIZE LOCAL, STATE, AND NATIONAL LEGISLATION, POLICY, AND RESOURCES TO ASSIST IN THE DELIVERY OF SERVICES TO THE VISUALLY HANDICAPPED LEARNER

Entry Level of Competency:

Can demonstrate knowledge of community agencies and services.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
8.1 Knowledge of legislation, policies, and agencies at all levels which affect the visually handicapped learner.	8.1.1 Identify national and state legislation and public policy which affect service delivery.	8.1.1.1 Keep notebook of national and state professional service sources and policy offices with names of contact people.
		8.1.1.2 Read state program standards and prepare written summary of VH program standards for eligibility, placement, transportation, and instructional and support services.
		8.1.1.3 Prepare a written summary of various program options available to visually handicapped students in a given state or district and define basis for utilization of services of that agency.
	8.1.2 Identify specific type or types of services which each agency provides and the economic basis for the service.	8.1.2.1 Select at least two agencies, one of which is a national organization, if possible. Interview agency personnel, critique tapes of interviews with agency personnel, and/or examine agency literature to determine: a. specific types of service the agency provides. b. economic base for that service (source(s) of funds). c. areas to which funds are distributed.

GOAL 8.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
		d. sources of referral and referral procedures. e. eligibility for service.
	8.1.3 Identify procedures for implementing legislation and policy.	8.1.3.1 Relate three recent acts of legislation or judicial decisions of legal information on rights of handicapped persons.
		8.1.3.2 Examine information from sources and prepare written summary of any rights specific to the visually handicapped population.
	8.1.4 Identify the major resources available through national, state, and local agencies.	
	8.1.5 Identify skill in analysis of community structures and interrelationships of agencies.	8.1.5.1 Using agencies reviewed in 8.1.1.2, document and analyze evidence of agency participation during a specific time period in civic and political activity within a community.
8.2 Knowledge at all levels of resources and services which serve visually handicapped learners.	8.2.1 Identify procedures for developing supportive services.	8.2.1.1 List and describe or prepare file of national and state volunteer organizations and their services for visually handicapped learners.
		8.2.1.2 Describe volunteer organizations and services available in a specific area.
		8.2.1.3 Describe volunteer services considered deficient in a specific area and specify those persons/groups affected by the deficiency.

GOAL 9.0

TEACHER WILL DEMONSTRATE KNOWLEDGE OF AND NEED FOR RESEARCH WITH VISUALLY HANDICAPPED LEARNERS

Entry Level of Competency:

Can demonstrate knowledge of nature and needs of visually handicapped children and youth.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
9.1 Knowledge of general theories, concepts, and techniques in research.	9.1.1 Identify basic purposes, concepts, and techniques of research.	9.1.1.1 Describe the role of research as a systematic attempt to provide answers to questions.
		9.1.1.2 Explain how the outcomes of research may eventually improve the teaching-learning process.
		9.1.1.3 Define what is meant by and provide examples of historical, descriptive, and experimental research.
	9.1.2 Identify and use pertinent research information.	9.1.2.1 Describe specific journals, information retrieval systems, and other references which report research studies relevant to the education of visually handicapped learners.
		9.1.2.2 Select a topic and develop an annotated bibliography.
	9.1.3 Critically evaluate and report accurately on existing research studies.	9.1.3.1 Describe appropriate procedures for obtaining, analyzing, and describing data from single subjects and small-N samples and sample selection.
		9.1.3.2 Write a review of the research literature related to the education of visually handicapped learners.

GOAL 9.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
		9.1.3.3 Given the format required by a particular funding agency, prepare a brief proposal for a research study.
	9.1.4 Identify special considerations in research with visually handicapped learners.	9.1.4.1 Describe a specific population of visually handicapped learners in terms of pertinent variables such as degree of vision, age at onset of visual impairment, number of years in school, etc. 9.1.4.2 Describe appropriateness for single subject and small-N samples in research with visually handicapped learners.
9.2 Knowledge of teacher's role in utilizing research in education of visually handicapped learners.	9.2.1 Apply research findings to evaluating education of visually handicapped learners.	9.2.1.1 Interpret and make recommendations for the application of research findings to practice in a specific setting. 9.2.1.2 Identify a specific problem which impinges on the teaching-learning process, and utilize research findings to provide a resolution of the problem. 9.2.1.3 Identify a specific learner, and utilize research findings to improve the teacher's understanding of that learner.

GOAL 9.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
	9.2.2 Identify the role of the teacher as a member of a team in planning and conducting research.	9.2.2.1 Identify the role of the teacher as a member of a research team.
		9.2.2.2 Identify other individuals and/or agencies with whom the teacher may cooperate in planning, conducting, and funding research studies relating to visually handicapped learners.
		9.2.2.3 Describe the roles performed by each member of a team responsible for conducting cooperative research.
9.3 Knowledge of ethical concerns, current regulations, and professional responsibilities regarding research with human subjects.	9.3.1 Identify ethical considerations in conducting and reporting research with visually handicapped learners.	9.3.1.1 Describe the current policies and guidelines of the school, agency, government, university or other appropriate jurisdiction regarding ethical considerations in research with human subjects.
		9.3.1.2 Define the following terms as they relate to research with visually handicapped learners: - confidentiality - anonymity - right to nonparticipation - parental permission - experimenter responsibility

GOAL 9.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
9.4 Knowledge of research needs in instruction, technology, and other areas relevant to the education of visually handicapped learners.	9.4.1 Identify research needs regarding instruction, technology, and other areas relevant to the education of visually handi- learners.	9.4.1.1 Using products of 9.1.2.1, 9.1.2.2, and 9.1.3.2, prepare a statement of research needs.
9.5 Knowledge necessary to design and disseminate research findings with visually handicapped learners.	9.5.1 Outline a plan for a research study involving visually handicapped learners.	9.5.1.1 Given a specific research problem relating to the education of visually handicapped learners, design a plan for conducting and reporting a research study, either individually or in cooperation with others.

GOAL 10.0

TEACHER WILL ACCEPT RESPONSIBILITIES OF BEING A MEMBER OF THE TEACHING PROFESSION AND WILL MAKE A COMMITMENT TO IMPROVE SERVICES FOR VISUALLY HANDICAPPED LEARNERS WITH VARYING DEGREES OF VISUAL LOSS AND AT ALL DEVELOPMENTAL LEVELS

Entry Level of Competency:

Can demonstrate knowledge of the teaching profession, its roles and functions.

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
10.1 Knowledge of philosophies regarding the education of the visually handicapped learner.	10.1.1 Examine and react to written materials, stated philosophy, and practices of individuals and groups where there are questions of misrepresentation, exploitation, or unethical practices detrimental to visually handicapped persons.	10.1.1.1 Analyze, evaluate, and discuss strengths and weaknesses of programs for the visually handicapped learner, given hypothetical situations.
	10.1.2 Write a philosophy regarding the education of visually handicapped learners.	10.1.2.1 Write or present a personal statement of philosophy on the education of the visually handicapped.
10.2 Knowledge of attitudes and value systems in various areas and cultures.	10.2.1 Describe various attitude and value systems in different areas and cultures where he/she is or will work.	10.2.1.1 Identify attitudes and values expressed or implied in interviews with parents, colleagues, school personnel, and society at large.
10.3 Knowledge of attitudes and value systems related to the visually handicapped.	10.3.1 Describe various attitude and value systems related to the visually handicapped.	10.3.1.1 Identify attitudes and values toward the visually handicapped expressed or implied by parents, colleagues, school personnel, and society at large.

GOAL 10.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
10.4 Knowledge of one's own professional strengths, weaknesses, values, and attitudes.	10.4.1 Devise and implement a plan for professional growth based on current and changing needs of the individual and the profession.	10.4.1.1 Identify personal strengths, weaknesses, anticipated roles, and professional expectations.
		10.4.1.2 Discuss 10.4.1.1 with your advisor or other professional and formulate a plan for your immediate growth.
10.5 Knowledge of professional responsibilities and interrelationships.	10.5.1 Identify responsibilities to students, school, community, and the education profession.	10.5.1.1 Submit evidence of membership in professional organizations.
		10.5.1.2 Submit evidence of involvement in school and community activities.
		10.5.1.3 Demonstrate in practicum settings the ability to work effectively with significant others.
10.6 Knowledge of problems, issues, and public policy related to the education of visually handicapped learners.	10.6.1 Describe the dynamics and interaction of public policy.	10.6.1.1 Identify federal and own individual state legislation pertaining to the visually handicapped.
		10.6.1.2 Maintains card file on legislation currently in effect.
		10.6.1.3 List sources for legislative information (e.g., Washington Report, Insight, EHLR).

GOAL 10.0 (continued)

KNOWLEDGE	SKILL	MASTERY TASKS
The teacher has:	The teacher can:	Proficiency is demonstrated when the teacher can:
		10.6.1.4 Attend a civic or legislative group meeting and prepare an analysis of the issues discussed.
10.7 Knowledge of advocacy for the visually handicapped.	10.7.1 Act as an advocate for the visually handicapped.	10.7.1.1 Make a survey of types of public relations and advocacy roles performed by teachers in the field.
		10.7.1.2 In an actual or simulated setting (e.g., IEP meeting, staffing with regular school personnel), perform the role of an advocate for a visually handicapped learner.

Sunday, February 1, 1981

9:00 a.m.	General Session: Improving Programs Through Technical Assistance Presiding: Lars Guldager, Connecticut Panel: Jack Hazekamp, California Susan Spungin, New York
10:00 a.m.	Group: Identifying Resources (Regionally and Nationally) for Technical Assistance
11:00 a.m. -11:30 11:30 - 12:00	Rotating Groups: Improving Programs Through Instruments Eliciting Qualitative Data 14.50 John Stager, Massachusetts Geraldine Scholl, University of Michigan
1:00 p.m.	Luncheon Buffet Chairperson: Josephine Taylor, OSE Speaker: William Pierce, Council of Chief State School Officers Topic: A Critical Reality: Cooperation to Achieve our Common Goals
3:00 p.m.	Adjourn Have a safe journey home.

Overview

Sunday, February 1, 1981

The CSPD Handbook Sections G and H should help you for this final day's session. We have included in this packet selected pages listing resources. In addition, we are including the results of a survey on (1) possible sources of funding and (2) funding options utilized by various states. This survey was completed by state education vision consultants from 35 states during the summer of 1980.

Taken from: Comprehensive System of Personnel Development: A Writer's Handbook

Appendix H-1

Resources for Technical Assistance in Personnel Development

Publications

Gilmore, J. Technical Assistance in a Collaborative Framework. Albany, New York: Board of Regents Research Fund, State Education Department, December, 1977.

Reynolds, M. (Ed.). National Technical Assistance Systems in Special Education. Leadership Training Institute/Special Education, 253 Burton Hall, University of Minnesota, Minneapolis, Minnesota 55455.

National, State and Local Agencies

Office of Special Education, U.S. Department of Education, 400 Maryland Avenue, S.W. (Dono 4805), Washington, D.C. 20202.

Cooperative Manpower Planning Project, Department of Special Education, University of Missouri-Columbia, 515 South Sixth Street, Columbia, Missouri 65211.

Intermediate education units

Local service agencies, such as Regional Resource Centers

National Association of State Directors of Special Education, NEA Building, Suite 610E, 1201 16th Street N.W., Washington, D.C. 20036.

National Inservice Network, 2853 East Tenth Street, Bloomington, Indiana 47405.

Appendix H-3
VIRGINIA

THE EDUCATIONAL DEVELOPER AS CHANGE AGENT

List of Resources

American Alliance for Health, Physical Education and Recreation
1201 16the Street, NW
Washington, D.C. 20036

American Association of Colleges for Teacher Education
One DuPont Circle (Suite 610)
Washington, D.C. 20036

American Speech/Language/Hearing Association
10810 Rockville Pike
Rockville, Maryland 20852

Cooperative Manpower Planning Project
Department of Special Education
College of Education
University of Missouri
515 South Sixth Street
Columbia, Missouri 65201

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Dissemin/Action
3705 South George Mason Drive
Suite C-4 South
Falls Church, Virginia 22041

Evaluation Training Consortium
The Evaluation Center
Western Michigan University
Kalamazoo, Michigan 49008

Leadership Training Institutes in Vocational Education for the Handicapped
Department of Vocational and Technical Education
345 Education Building
University of Illinois
Urbana, Illinois 61801

LINC Services, Inc.
829 Eastwind Drive
Westerville, Ohio 43081

National Art Education Association
1916 Association Drive
Reston, Virginia 22091

National Association of State Directors of Special Education
1201 16th Street (Suite 610-B)
Washington, D.C. 20036

National Bilingual Assessment/Dissemination Center
385 High Street
Fall River, Massachusetts 02720

National Committee*Arts for the Handicapped
1701 K Street, NW (Suite 905)
Washington, D.C. 20006

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091

National Education Association
1201 16th Street, NW
Washington, D.C. 20036

National Inservice Network
Indiana University
2853 East Tenth Street
Bloomington, Indiana 47405

National Institute of Education
1200 19th Street, NW
Washington, D.C. 20036

National Support Systems Project
Department of Psychoeducational Studies
249 Fraser Hall
University of Minnesota
Minneapolis, Minnesota 55455

National Teacher Center Resource Cente
Rhode Island Department of Education
235 Promenade Street
Providence, Rhode Island 02908

Taken from Comprehensive System of Personnel Development: A Writer's Handbook.

List of Resources (cont'd)

The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810

New Careers Training Laboratory
City University of New York
33 West 42nd Street
New York, NY 10036

Program Development Assistance Project
University District Building, JD-11
1107 Northeast 45th Street (Suite 330)
Seattle, Washington 98105

THE EDUCATIONAL DEVELOPER AS CHANGE AGENT

Technical Assistance Development System (TADS)
Room 500
NCNB Plaza
Chapel Hill, North Carolina 27514

U.S. Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Western States Technical Assistance Resource
(WESTAR) JD-6
University District Building 215
1107 Northeast 45th Street
Seattle, Washington 98105

*To obtain information on your state's Dissemination Representative and your state's Identification-Validation-Dissemination Committee, contact your State Department of Education.

*To obtain information on the Joint Dissemination Review Panel, Developer/Demonstrator Project grants, the National Diffusion Network, and your State Facilitator, write to:

Dr. Andrew Lebby
Senior Dissemination Specialist
U.S. Office of Education
Division of Educational Replication (EEEY-2)
400 Maryland Avenue, SW
Washington, D.C. 20202

Appendix H-2

Technical Assistance Summary Sheet

Definitions	Descriptors
Child Identification - Ensures the identification of children with unmet educational needs and referral for appropriate services. Consists of two parallel strategies: 1. Inform the public and other agencies of services available 2. Locate children in public school programs who are receiving inadequate or no special services.	awareness of services from TLRC unserved students general reference to special education
Individual Assessment - Information gathered to facilitate the following three decisions: 1. Presence or absence of a handicapping condition 2. The students' need for special education services a. instructional services b. related services 3. Specific instructional recommendations for identified learning needs.	testing definitions of handicaps proportions of handicaps eligibility determinatio
IEP Development - Includes annual goals, short-term objectives, descriptions of instructional programs and the instructural environment, and procedures for evaluating the student's achievement of goals and objectives.	instructional planning, committee process, group dynamics, decision makin forms, ARD committee in relation to IEPs
Individualized Instruction - Implementation of activities designed to assist the student in accomplishing the goals and objectives of the IEP. Two aspects are: 1. The instructional program and curriculum content 2. The most appropriate instructional environment	related to actual delive of instruction, curriculum techniques
Related Services - Non-instructional services which enable the student to accomplish the goals and objectives of the IEP. 1. Equipment and transportation 2. Services provided by educationally certified personnel, e.g., individual assessment, guidance and counseling, and school psychological services 3. Services provided by noneducationally certified personnel who are otherwise professionally licensed, e.g., medical or psychological evaluation, physical therapy, occupational therapy, orientation and mobility training, audiological or visual evaluation, and recreation services	counseling, self-concept development techniques occupational therapy, physical therapy
IEP Review - Systematic evaluation of a student's progress resulting from special education instruction and related services. Involves collecting and analyzing data from the ongoing assessment and recording student performance in both instructional and related services.	evaluation of IEPs, programs
Other - This category is quite varied and includes the following types of requests: 1. reference questions not related to topics above 2. contact people for professional organizations 3. certification requirements 4. legislation 5. consultant information not related to any topic areas above	number or title or a specific law, certification requirements of educational diagnostician, school psychologist

Taken from Comprehensive System of Personnel Development: A Writer's Handbook.

FUNDING SURVEY RESULTS

Survey Administered to

State Education Consultants for the Visually Handicapped
(Summer 1980)

Prepared by

Marianne Vaughan
Dr. Geraldine Scholl
The University of Michigan

1. Supply the appropriate percentages for each of the following funding sources which are used in your state for all special education programs and services for the visually handicapped:

21%	Federal funds	(Range: 5 - 45%)
65%	State/Territory funds	(Range: 7 - 94%)
17%	Local education agency funds	(Range: 2 - 43%)
5%	Private grants	(Range: 5%)
3%	Donations and gifts	(Range: .5 - 5%)
5%	Parents	(Range: 5%)
.2%	Other: APH	(Range: .2%)

The following are examples of variations in funding allocations among states:

	AR	NB	CA	WA	HI	ID	KY	LA
Federal funds	17	40	5	15	5.8	5	20	12
State/Territory funds	40	50	76	80	94	85	75	85
LEA funds	43	10	19	5		10	5	3
Private grants								
Donations and gifts								
Parents								
Other					.2			

2. Are you responsible for searching out and securing any of the funds necessary to provide your state's programs for blind and visually handicapped students:

Yes: 15 No: 13

If yes, which ones?

Federal; state (in that I prepare budget estimates for legislative action)

Developmental disabilities, Title I--89-313; Title IV-B; Vocational Education, Part B--94-142; Title IV-D

Past--federal ESEA Title IV-C; future--appropriation from legislative--my responsibility to determine amount requested, generate support, etc., set up Advisory Council

Federal funds

State and federal

Only as related to 94-142 and discretionary

At this point only federal quota funds for all VH and Title VI-C (federal Deaf-Blind funds). However, through direct access to the Federal Programs Coordinator in Bureau of Special Education P.L. 89-313 and occasionally other funding has been found to assist in problems referred to her for advice and solution.

Federal and donations and gifts

State, P.L. 89-313, VI-D

Federal

State supplemental funding for programs serving the VH

Assist in providing program data for state legislators used in budget development; assist school districts in use of 94-142, Special Projects for un-met needs.

Federal quota, state textbook program, P.L. 94-142, Title I

3. Do you feel knowledgeable about available funding sources potentially usable in provisions of special education programs and services for visually handicapped children?

Yes: 15	No: 13
Very limited: 1	Getting there: 1

If yes, how did you acquire that knowledge:

On the job training and placed in a position where funding was a problem.

Through Federal Grants Section of our Program for Exceptional Children.

On the job experiences (4 states).

Always could use more--our federal person is an excellent resource. Problem is matching funds and size of programs.

Mostly by long-term direct involvement during the initial planning for the state's use of these funds. However the planning is no longer concentrated in the Bureau of Special Education but is farmed out all over the place. Thus the most complete knowledge today (in Pennsylvania) is vested with the Federal Programs Coordinator who is, fortunately, helpful. My contact today is less direct, but my knowledge and experience still stems from an earlier time and is being sufficiently updated to continue to be useful.

By asking anyone who may know something and continuining to ask.

I was forced to. By exploring, begging, etc. I always fear I may be unaware of any funds that might be available!

Many years in field and in management position. Contacts in Washington, State Department of Education and in areas of special education. Federal and state publications.

Information has been as a result of on-the-job contacts as in establishing priorities, promoting Special Projects and working with programs under various fund sources.

Inservice and on-the-job training.

4. Under Federal funds, please check all Federal funding sources accessed by your state for the provision of special education programs and services to blind and visually handicapped children.

24 EHA - Part B (P.L. 94-142) funds

26 Title I (P.L. 89-313) funds

27 Title VI-C (Deaf-Blind, Severe Multiply Handicapped) funds

20 Title VI-D (Training) funds

16 Title IV (Innovative/Examplary) funds

21 Vocational Education funds

16 Vocational rehabilitation funds

4 USOE/BEH Special Projects
Please list: Early childhood (0-8)
Severely handicapped (8+)
Gifted
Early Childhood
Deaf-Blind
Florida State University--Teacher Training
Optacon Dissemination Grant
Optacon
Teacher Traineeships

4 Other

Developmental Disabilities
APH
SSI funds for preschool children
Federal Quota Funds (Registry)
Crippled Children (Soc. Sec. - SSI - P. 94-566)

5. What type of State funds are available for special education programs and services to visually handicapped blind students? (Explain)

12,000.00 a year for materials (textbooks)

(1) The Florida Education Finance Program (FEEP) is an equalized funding formula for all educational programs in school districts. In 1979-80, programs for visually impaired received .95% of the allocations for all exceptional child programs. (2) Residential program budget. (3) Florida Instructional Materials Center for the Visually Handicapped. (4) Division of Blind Services. (5) Florida Diagnostic & Learning Resources System (FDLRS), approximately 25% is state-funded.

Funds are allocated to my agency for education of blind, visually impaired and multihandicapped-blind children.

Regular budget and those extra sources, through special legislation.

The commission is a state agency and our salary, transportation, office supplies and case service money is state funded.

All eligible special education students generate state funds.

A state grant is provided to "Regional" education agencies to employ vision specialists. Plus, a large grant goes to one fiscal agent to provide "statewide" coordination and supervision and program development in vision.

70% cost for teachers and speciality staff; 70% cost for specialized materials and equipment, Instructional Material Center.

Special services, state flat grants for teachers, state funds in the State School for the Blind.

80% reimbursement to local districts for salaries; weighted ADA for students enrolled.

State office of Education funds on a weighted pupil basis.

Funds for: VH teacher, mobility, transcribing, materials media and equipment, aides and readers.

General funds allocated for all exceptional children programs.

State special education funds appopriated by legislature.

Foundations funding.

Some transportation services; radio talking book.

This year was the first year state funds were appropriated for the depository. We received $8,000 "out of the blue."

VH weighted pupil cost factor of 2.57: base pupil rating 1.00. 135 ADM per pupil x weighted factor x base pupil cost of $747 = LEA share state's contribution distributed monthly to LEAs.

Flow--through federal funds.

The general funds given to the School for the Deaf and Blind are used to supply material for VI students.

Funds provided by the Legislature.

General.

(A) State library funds, (B) special grant funds, (C) textbook funds, (D) teachers.

Regular education, basic special education, supplemental funding for the visually handicapped, state school appropriation, vocational education.

State funds available K-12 for special education of VH and all other types of handicapped children. These are on excess cost basis to intermediate units and school districts. State funds and local district funds support children in approved private schools, such as our 3 private schools for the blind.

Free state textbook program provides large print books.

Providing Governor signs bill, state program will receive an appropriation of $150,000 through Department of Education.

90% state funding for school age VH.

How are they accessed?

Not yet assessed per student--expect that come about in future.

Through this office.

State appropriation made available to department school districts operating these programs are reimbursed for excess costs. Intermediate units are given advanced funding based on the budgets they submit directly to the Bureau of Special Education. Private schools are under a separate state appropriation, so they negotiate their budgets directly with the Bureau and the Department comptroller.

Regular education-school districts (formula), basic speical eucation-school districts (formula), supplemental funding for the VH-school districts and regional education service centers (needs-application-contract basis), state school appropriation-state schools, vocational education, application.

(A) library funds are cooperatively accessed through special education and library services (Library for the Blind), (B) through grant program (I currently administer), (C) through local education agencies, (D) to local education agencies.

Budgeting request.

The general funds come from a biannual legislature and are accessed by the financial report for operation from the Board of Education.

State legislative allocation ave. 70%.

Based on child court through special education branch at state department.

Portion of general special education budget for mainstream program and residential school program.

Unit funding to LEAs.

School districts request based on approved personnel to serve VI students.

Based on number of handicapped students being provided services. Each teacher reserves additional funds for educational supplies and equipment annually.

Reported to SEA--funds dispersed semi-annually.

Student count reported by district with services provided.

State income taxes and some of the sales tax.

Through local schools and the State Department of Education; through the Department of Human Services.

Annual plan of service.

State consultants and coordinator of state vision program apply for funds. Regional special education director and state coordinator jointly apply for the funds for regional specialists.

Funds are generated by a formula which allocates based on the severity of the handicapping condition.

Many ways.

Budget process, legislative process.

Annual budget prepared one year in advance.

State budget allocations.

6. What type of local education agency funds are utilized to provide special services to blind and visually handicapped students?

Total funding comes through the FEEP state formula. As an equalized funding formula, the local required effort is presently 6.75 mills. The amount of local funding varies.

All local expenses are reimbursed 100% by my agency.

Just special requests on an individual basis.

Most blind children attend local public schools and are in regular classes. They are funded as are all other children at the local level.

It's up to LEA discretion.

LEAs pay tuition to the special self-contained classes for visually handicapped. LEAs also pay regular costs to have kids attend the regular local education programs!

Local budget of 30%, 94-142, 89-313.

Evaluation, support of special classes above the amount of the flat grant.

They take up the slack where state and federal funds do not cover.

Very minimal.

Varies with local education agency usually state funds do not cover full costs of educating VH children.

N/A; one school system.

General funds of the district.

Flow through "local."

Some transportation, leader dogs, camping scholarships.

None.

10% of local funding for school age VH.

Total statewide collective share of foundation programs x index of taxpaying ability of LEA.

Per pupil.

This has been minimal with each district, depending on number of students. Usually the hiring of professional staff only--materials from state school.

Some for residential placement.

Generally none. Some agencies provide fees for medicals, glasses.

School district tax bonds and maintenance taxes.

School districts pay ¼ tuition and maintenance costs of children 6-21 in schools for the blind, state funds support total cost for those under 6 or over 21. For other VH children school districts pay only their regular elementary or secondary tuition cost for normal child. State pays excess costs.

Foundation program funds.

Four districts have own VH programs--may use some local funds. Districts contracting with state program may also use local funds.

How are they accessed?

Local taxes.

Through this bureau.

District expenditures not involved with state reimbursement or federal funds not flowing through the state are according to budgets presented by the local administration to their school boards. When the district operates its own special education programs, their budget is presented to the IU and included with the IU budget presented to the Bureau of Special Education for prior approval.

School district.

By the local mill levies.

LEA contribute ave. 30%

Through enrollment in a special education program.

They budget them.

Local board of education.

Through district budgeting arrived at by Director of Special Education input to district budget.

Property tax.

Through local schools.

They are killed by the LEA that houses the class!

IEP meetings.

(1) Bill LEA token amount on mainstream VH services at end of year, (2) bill LEA its average per-pupil cost (for any student) on special education class and residential students.

7. Do you have input into determining the priorities for the dissemination of Federal funds for handicapped students?

Yes	No	
14	14	VI-B (94-142)
12	17	Title I (89-313)
13	14	VI-C
11	16	VI-D
5	21	Title IV
4	21	Vocational Education
2	22	Vocational rehabilitation

Breifly describe the nature of your project:

Serving visually impaired students in their home districts with resource consultants and material. Summer school for maintaining skills of blind in public schools.

Proposals are written.

Service for the visually handicapped is responsible for the education of visually handicapped persons from birth through 21 years. Supply materials such as books, in specific format, i.e., braille, tape, large print; optical aids, tangible educational aids for all are available to every school enrolled visually handicapped child.

Deaf/blind inservice on sexuality-VI-C; Pre-school conference for VH-94-142; Mobility technology-discretionary-94-142; Vocational exploration-94-142.

Mainly, have input for state funds.

Money through the speical education office I do have input on. Money not through special education I have only minimal (if any) input.

Goal: serve unserved and underserved VH children ages 0-21.

I have major responsibility for VI-C--single state center for D-B. It largely deals with inservice, parent training, dissemination and awareness activities, coordinates education and other agency interest on behalf of D-B.

Inservice education for regular teachers and teachers of VI; career education (work-experience project); low vision follow-up; preschool home instruction.

The acquisition of O & M specialists to provide service to all VI students in Hawaii.

State depository of braille and large type textbooks and materials for blind and visually impiared school children.

8. Have you been involved in securing private foundation grants?

Yes: 5 No: 25

What sources have you been able to access?

We had a Crystan Foundation grant for Optacons, and we are trying to develop a Low Vision Clinic through the A.I. Dupont Institute Money.

Local foundations; Seeing Eye Foundation.

Mini grants through private organizations.

Previously obtained funding for early Optacon training through Mellon Foundation.

What aspect of service delivery have they supplemented?

Purchased initial equipment for both teachers and children to receive training.

Purchase of noneducational materials.

Program equipment, glasses, summer camp.

Optacons.

9. Have you ever received training in "grantspersonship"?

Yes: 8 No: 22

If yes, what type and how?

Much on the job training.

Through this department.

From the University and writing grant proposal for BEH funds. Hired or a grant reader.

Overview--ISD inservice programming for personnel development

(a) a 1 day seminar; (b) "on the job training"--writing 2 mini grants, 3 federal grants and 2 state grants over the years.

One day workshops--I have written a large number of proposals, most of which were funded in the past.

SEA training in early days of ESEA of 1965--only piecemeal approaches since then as it was felt the SEA had to spend all its time on monitoring!

Day training through state.

10. When your State Director of Special Education is involved in budget planning and prioritization, are you consulted?

Yes: 17	No: 11
Sometimes: 1	

Are you involved in a position to impact?

Yes: 9	No: 20
Partially: 1	

11. Do you have further comments related to funding for special education programs for blind and visually handicapped students?

Besides "regular" academic services--how about funding (a) state depositories, (b) special summer programs, (c) statewide parent meeting, (d) after school program for daily living skills.

I don't know if your survey will tease out the problem that VH children (perhaps the blind children especially) are expensive to educate--mainly due to low incidence, but also due in part to the cost of the materials/equipment they require. Some states may spend a fair percentage of their funds on VH but actually what they spend may be low on a per capita basis. Other states may be just the opposite.
One of our greatest difficulties is that the 100,000 children who are speech handicapped, another 100,000 who are mentally retarded, and at least 10,000,000 who are LD have their voices

heard. My 3,000 VH can't yell loud enough in the face of such odds. Question: how can we get our departments to give PRIORITY to low incidence sensory handicaps who are too small to speak with GREAT VOICE? It's the priority I'm worried about.

Possible sources of funding for a statewide textbook center.

There is an increasing threat to funding for VH programs, particularly funding for materials media and equipment. Funds are often directed to the higher incidence handicapped students (particularly local funds).

It might be helpful if some of the more innovative grants and foundation applications were shared; or at least brought along for us to see.

What I feel weak in is some information relating to the "whole" funding picutre and need information on the various sources and the focus of these services.

Yes--it is going to continue in years to come to be extremely hard to come by. Especially relating to travel requirements of the itinerant delivery system!

The funding for special education programs differs so from state to state that this topic will be a difficult one with which to deal except as it regards "external sources."

State consultants need to be kept abreast of new and recurring sources of funds and time lines in order to notify interested parties. This would be an invaluable service.

Note:

Responses were received from 35 states.
Thank you for your cooperation.

10/8/2010
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